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ABSTRACT

This curriculum guide is one of a number of curriculum guides developed for use in vocational home economics education in Texas. The guide is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in the guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points and critical questions are designated. The eight units of this guide cover the following topics: family living; child development; clothing and textiles; housing for the family; management for daily living; individual consumer responsibilities; food and nutrition for families and individuals; and personal and family health. Information on teaching about careers in vocational home economics fields is included. (KC)

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COMPREHENSIVE HOME ECONOMICS

VOCATIONAL HOME ECONOMICS EDUCATION

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

CE052 312

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COMPREHENSIVE HOME ECONOMICS

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TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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COMPREHENSIVE HOME ECONOMICS

Comprehensive Home Economics is one of the various curriculum guides developed for use in vocational home economics education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and postsecondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) thru (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for vocational home economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in vocational home economics education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives. Many experiences can easily be adapted for use in a student occupational activity program, educational projects of the local Future Homemakers of America chapter, or adult education.

An excellent resource for information on teaching all students is the book, *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
COMPREHENSIVE HOME ECONOMICS

(b) Comprehensive home economics (1/2-one unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to family living. The student shall be provided opportunities to:

(A) apply techniques to develop self-awareness and skills for self-direction;
(B) describe the physical, social, emotional, and intellectual development of teenagers;
(C) analyze factors involved in socially responsible behavior;
(D) apply techniques which contribute to positive relationships with family, peers, authority figures, and others;
(E) apply strategies for managing peer pressure;
(F) describe the functions of the family in meeting personal and societal needs;
(G) relate personal commitment to family strength and well-being;
(H) describe rights and responsibilities of family members and families; and
(I) relate the effects of career choice on the family.

(2) Concepts and skills related to child development. The student shall be provided opportunities to:

(A) describe the basic needs of children;
(B) describe responsibilities of the caregiver in meeting developmental needs of children;
(C) explain various methods of management and guidance; and
(D) summarize forms of child abuse, their causes, and methods of control.

(3) Concepts and skills related to clothing and textiles. The student shall be provided opportunities to:

(A) describe the consumer aspects of apparel;
(B) apply decision making procedures in individual and family apparel choices;
(C) apply basic clothing construction and/or alteration techniques; and
(D) apply clothing care procedures.

(4) Concepts and skills related to housing for the family. The student shall be provided opportunities to:

(A) describe human and environmental influences on family housing needs;
(B) describe types and costs of housing;
(C) identify elements and principles of design;
(D) describe guidelines for use and care of home furnishings and equipment; and
(E) outline procedures for home maintenance tasks and safety.

(5) Concepts and skills related to the meaning and elements of management for daily living. The student shall be provided opportunities to:

(A) identify personal priorities, goals, and standards;
(B) distinguish between needs and wants;
(C) describe the steps of management;
(D) describe various types of resources and their responsible use;
(E) identify the decision making steps, influences, and implications;
(F) describe factors which influence family management practices; and

(G) analyze roles of family members and division of responsibilities.

(6) Concepts and skills related to individual consumer responsibilities. The student shall be provided opportunities to:

(A) summarize rights and responsibilities as a consumer;
(B) determine sources of income;
(C) develop a plan for managing income; and
(D) analyze influences on personal spending.

(7) Concepts and skills for managing food and nutrition for families and individuals. The student shall be provided opportunities to:

(A) analyze basic nutrition needs and results of dietary practices;
(B) relate sanitation and safety to food and nutrition;
(C) discuss etiquette and types of meal service;
(D) apply management techniques in planning and preparing simple meals; and
(E) outline consumer management techniques for food and nutrition.

(8) Concepts and skills related to personal and family health.The student shall be provided opportunities to:

(A) summarize ways to promote individual and family health;
(B) evaluate methods of meeting the safety needs of family members;
(C) explain factors affecting individual family health decisions; and
(D) relate personal achievement to one's health and that of family members.

CAREER SECTION

EXPLANATION FOR TEACHING CAREER OPTIONS AND ADJUSTMENTS

Essential elements prescribed in TAC as 75.83 (a) (2) (A), (a) (3) (A), and (a) (7) (A), (B), (C), and (D) are some of the elements which were prescribed as common elements for all vocational courses. The following section on "Explanation for Teaching Career Options and Adjustments" is providing content which could be used by teachers either as a section within each home economics unit of study or as a career unit of itself at the end of each given semester. Vocational home economics teachers have been given a recommend subject grouping for each semester and class period allocation for each subject covered in Comprehensive Home Economics. For this guide to be used as effectively as possible, it will necessary to follow the recommended subject grouping and the class period allocation. For convenience the subject grouping for each semester and the recommended class time is being provided here for explanation.

Subject grouping and class time allotment for each subject area in a one semester period.

SUBJECT	CLASS TIME ALLOTMENT
Family living	25 class periods
Child development	15 class periods
Clothing and textiles	32 class periods
Housing	10 class periods

Subject grouping and class time allotment for the remaining subject areas identified in Comprehensive Home Economics in a one semester period.

SUBJECT	CLASS TIME ALLOTMENT
Management	18 class periods
Consumer education	17 class periods
Food and nutrition	35 class periods
Personal and family health	12 class periods

Other elements common to all vocational education courses are either addressed within the context of the home economics subject areas or addressed in the student activity book for "Mastering Common Elements." (available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.)

CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY:	(a.7) *Identify concepts and skills related to career options and adjustments.*
SUB-COMPETENCIES:	(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.* (a.2 A) *Identify employment opportunities and preparation requirements in chosen field.* (a.3 A.) *Identify opportunities for business ownership.* (B) *Describe management practices facilitating individuals assuming multiple roles.* (C) *Discuss occupational demands and rewards in relation to personal and family life.* (D) *Demonstrate effective money management.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
Career options and adjustments	NOTE: The occupational areas addressed in this section of the Comprehensive Home Economics course are those which are related to the subject matter areas which have been taught within a given semester. Those areas are family life, child development, apparel, and housing.
A. Personal characteristics needed for family living careers a.2 A. Employment opportunities and preparation requirements	Show students Teaching Aid 114, Selecting the Right Job, to identify the key factors to selecting the right job. The following information should be included in a discussion of the factors to job selection: 1) Personal Values—strong beliefs that individuals have which can arouse intellectual, emotional or physical responses if they are challenged. 2) Skills and Abilities—talents and other personal qualities that individuals have or that they are willing to work hard to improve for a certain job. 3) Job Search—a process of investigating the various possibilities in the job market. Point out that in a job search, individuals should keep in mind their values and skills so that the job applied for and accepted will be appropriate. CRITICAL QUESTIONS: Why are personal values an important key in the process of finding the right job? Why do individuals need to know their own values before determining what other skills need to be developed? What are some natural talents an individual might have? Why should the job search be the last step

in the process? What are the consequences of taking any job without considering one's values and abilities? Why do these considerations need to be re-evaluated throughout an individual's lifetime? What can change?

Divide students into groups and have them complete Part A on Teaching Aid 115, Values and Interests Questionnaire, to determine their personal values. After students have completed their work sheets, have them share their ratings with groups of students. Ask students to pair up with someone who has the same interests and discuss the reasons they chose the ratings they did.

Have students complete Part B on Teaching Aid 115, Values and Interests Questionnaire, to determine their abilities. After completion, have students compare their ability work sheets with another student. KEY QUESTIONS: Are the abilities listed on the work sheet by the other student similar? Why or why not? How do values and interests affect one's abilities? Were any abilities discovered that were not previously known? Did you discover you do not yet have the abilities necessary for some jobs—those that are related to subjects you feel you do poorly in? Were the same subjects listed for the "Subjects I like best" and the "Subjects I dislike" the same as the "Subjects I make the lowest grades in?" Why or why not?

Have students research titles and descriptions of family life/services, child development/care, apparel and housing and home furnishings occupations in the *Dictionary of Occupational Titles* or *Occupational Outlook Handbook*. Point out that some titles or jobs are entry-level, while others are mid-management and management levels. Lead a class discussion concerning jobs requiring different levels of education, variations in job availability, and how some occupations may lead to other occupational opportunities. One example might be in family life/services which involves several occupations such as child caregiver, hospital aide, camp counselor, companion, recreation leader, human resource director, pediatric nurse, home economics teacher, social worker, clergy, social psychologist, marriage counselor, family counselor, sociologist, journalist, educational director, and extension home economist.

Have students view audiovisuals describing job opportunities in family life/services, child development/care, apparel and housing and home furnishings.

Using the classified sections of newspapers, have student locate ads concerning employment in family life/services, child development/care, apparel and housing and home furnishings.

Circle the jobs that may be appropriate for teenagers at the entry-level. Share job descriptions with the class.

Define the term *career ladder*. Ask students to develop a career ladder of family life/services, child development/care, apparel or housing and home furnishings related occupations which include career levels, job titles, duties, and minimum qualifications. Share work with the class. KEY QUESTION: Does experience or training allow one to enter the ladder in a higher position?

Encourage students to brainstorm and list financial rewards of a job. Lead a class discussion on each of the rewards listed. Point out that most new workers usually start out at the entry-level salary for the job, and that higher wages are rewards and incentives for employees who have been working in a company. Ask students to define *fringe benefits*. (Fringe benefits—extras that companies supply over and above wages). Point out that traditionally, fringe benefits include paid vacation time, sick leave, retirement plans, and group insurance. Also, explain to students that some companies offer additional benefits, such as health insurance, term life insurance, profit sharing, bonuses, educational programs, day care programs and exercise and recreational facilities. KEY QUESTIONS: How can fringe benefits be considered a reward? How might fringe benefits influence one considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?

Instruct students to study college catalogs and brochures from professional organizations to obtain information about education and personal qualities needed for family life/services, child development/care, apparel, or housing and home furnishings careers. Lead a class discussion on the findings. KEY QUESTIONS: What education is required for each career? What college and universities in your area provide education for careers related to child development? What college courses are required for a degree with a major in child development? What high school courses would be beneficial for this major?

Invite a panel of students from pre-employment and cooperative home economics classes that are working in the occupational areas of family life/services, child development/care, apparel, or housing and home furnishings. KEY QUESTIONS: How are these experiences preparing individuals for future consumer economics jobs? What are the advantages of being in the classes? What are prerequisites for enrollment? How much class time is required? Which classes have been the most helpful in preparing one for the career field? What kinds of jobs are usually available? In what ways have the panel members personally benefited from this experience?

Have a Texas Employment Commission representative or an Employment Bureau representative speak to the class on the home economics jobs available in the community. Have students keep a list on Teaching Aid 116, Available Jobs Work sheet. Ask the speaker to define the jobs and to include such information as job description, educational requirements, requirements for past experience, how and where to apply, and other important information. Have students ask questions to the speaker regarding one of the jobs mentioned that they have an interest in.

Instruct students to write a research paper on a career of their choice in the area of family life/services, child development/care, apparel or housing and home furnishings that they are most interested in learning about. Students may want to include the following as part of their resources for the paper: the school counselor, college catalogs, brochures from related professional organizations, a person who works in their chosen field, and/or observation of professional in their chosen field at work. Evaluate report for content and effective communication skills. After reports are turned in, have students give a brief summary to the class about their selected topic and what they learned in their research. Research papers should answer the following questions. KEY QUESTIONS: What are the duties of a person in this field? What are the working conditions usually like? What education or experience is usually required? What kind of people does this type of position serve? Where can a person obtain training for this job, if necessary? What is the cost of training? What is a typical day or week like in this job? What kind of salary and benefits can be expected? What are the current job trends for this position? What will the trend look like in about five to ten years? What is a typical day or week like in this field? Why did the people in this profession select this for a career?

Lead a class discussion regarding the importance of a strong foundation in basic education and the role it plays in being successful in the business world. KEY QUESTIONS: Why is a basic education important to have? Will we ever use the basics in our jobs and in our daily living? What are some ways that the basics may be used in consumer/economics occupations?

Have students study references and training catalogs to identify educational preparation needed for various family life/services, child development/care, apparel and housing and home furnishing careers. KEY QUESTIONS: What high school subjects provide a good background for a particular career? What post-high school training is available for this occupation? What kind of college training is available for the occupation? What does training cost? How long does the training take? What are admission requirements? What counseling and job placement services are available? What jobs will the training prepare you for?

Have each group role play their illustrated skills or abilities relating to an occupation in family life/services, child development/care, apparel or housing and home furnishings. KEY QUESTIONS: To what degree have these skills and abilities already been accomplished? How much work is needed to polish these skills? What could be done to improve these skills? Is it important to develop these skills?

Ask each student to interview one employer regarding skills and abilities needed by employees. Students may want to have a copy of the top twenty skills checked as to importance by the person they are interviewing. Have students report their findings. Evaluate students' reports on the basis of content and effective communication skills. Have each student write a one to two-page summary of their findings orally in class. Evaluate students' reports on the basis of content and effective communication skills. CRITICAL QUESTIONS: Why is the ability of an employee to use their resources creatively important? How can individuals who know their values, interests and abilities be assets to an employer? Are the top twenty skills created in class important to the employer? Why or why not? What other skills are important to this specific job?

Ask students to brainstorm and list characteristics, qualities, and attitudes they believe are needed by people who work in the fields of family life/services, child development/care, apparel, and housing and home furnishings. View Teaching Aid 92, Attitudes For Success. Lead a discussion about why certain attitudes, characteristics, and qualities needed for working in the field are important. KEY QUESTIONS: What are some educational and experience requirements needed by persons employed in these particular careers? What are personal characteristics and qualities needed by people who work in these careers? Are some qualities more important than others? Why? Is a positive attitude important? Why?

Invite a local home economist or other resource person to present information on professional careers related to family life/services, child development/care, apparel, and housing and home furnishings and their requirements for education, experience and personal qualities.

Explain to students the process for writing letters of application, cover letters, resumes, thank you letters for interview, and other correspondence that may be related to job hunting. Books about job hunting may serve as resources for this assignment. Have students practice preparing resumes and letters. KEY QUESTIONS: When would a job hunter want to use these methods of correspondence in job hunting? When would a job hunter want to use a resume in his/her employment search? Why does an employer want to know the information listed on a resume? Why should a person send thank you letters throughout the job hunting process? Is a thank you letter worth the time and effort? Why? Will thank you letters help a person get a job? How?

Have students practice interviewing for a position of employment. For an interviewing review, refer students to Teaching Aid 91, Interviews. Evaluate each student's interview performance, giving both positive comments and constructive criticism. KEY QUESTIONS: What led you to choose this field of employment? What have you studied or what job experiences have you had that might have prepared you for this line of work? What types of jobs have you held? What types of volunteer work experience have you done? What skills have you developed? What do you know about our company? What do you see yourself doing five years from now? What are the most important rewards you expect in your career?

a.3 A. Business ownership

Have students brainstorm to define the word *entrepreneur*. (Entrepreneur—a person who creates his own business and manages that business.) KEY QUESTIONS: Have you ever been an entrepreneur? What business did you start? Have you ever provided a child care service, a lawn care service, a band, a photography service, a refreshment service, or a house-cleaning service for someone? Were you successful? If no, what caused your business to fail? What improvements could be made to increase your business' success? Have you ever considered having your own business as an adult? Why or why not? What are the advantages and disadvantages of owning your own business? Considering your values and abilities, what are some businesses that you could start?

Have students view Teaching Aid 118, Starting a Business, to see the steps to consider before making a decision about what kind of business to start. KEY QUESTIONS:

1) Choose a business. Does the individual have the necessary interests and abilities for this area? Does the individual have enough money to finance the new business?
2) Financing a business. Does the individual know the amount of money it will take to start this business? Does the individual have this amount or will he/she need to borrow it? Where can the individual go to borrow this? What kind of profit will be expected? How long will it take to pay back the loans?

3) Decide on a partner. Does the individual want to keep the business as an individual effort, or prefer to share the responsibilities and costs with someone else? Does the person know someone with similar interests with whom she/he could work well? What are the advantages and disadvantages of having a partner?
4) Customers. Who will the customers be? Are there already other businesses to compete with to get these customers? Do the customers need a business such as the one being considered? Are the customers the business will want to reach from a certain area? If so, can the business be located nearby?
5) Location. What kind of space and facilities will be needed? Into what area does the individual want to locate the business? Does the individual plan to expand? If so, is there room? Is there sufficient parking?
6) Equipment. What kind of equipment will be needed? What are the costs of this equipment? Can the individual find the equipment used or will you have to buy new? What is the cost difference between new and used equipment?
7) Decide on products or services to provide. Exactly what services and/or products will be provided? Does the individual have enough money, space, and manpower to create a supply of these products? If not, how will the individual overcome this problem?
8) Keeps records. Does the individual know the basic record-keeping skills? How will the individual keep up with the inventory and the sales? Will the individual need to hire an accountant or can she/he do these things?
9) Legal decisions. What permits are needed? What are the laws regarding businesses in the community? How will the individual learn about these laws?
10) Insurance. What amount of insurance will the individual need to purchase? Who could help with this decision?
11) Advertising. What forms of media will be used—TV, radio, magazine or newspaper ads?
12) Costs to customer. Are prices realistic and competitive? What sales techniques will be needed?
13) Employees. What kind of help can the individual afford to pay?

Assess students' understanding and knowledge of the meaning of the term entrepreneur. Lead a class discussion regarding ownership responsibilities which may be unique from other business ownerships related to home economics. Have students list the different types of business ownership that an individual may begin in a consumer/economics career.

NOTE: If business ownership has already been addressed and students have mastered the element, lead a discussion on entrepreneurial opportunities which are unique to this occupational area, such as size of town, facility needed, and customer characteristics.

Encourage students to create a new idea for an occupation or business related to family life/services, child development/care, apparel, or housing and home furnishings that could be started in their home or community. KEY QUESTIONS: How could this benefit you if the employment outlook was unsatisfactory? How would this business or occupation help the particular industry? How could this occupation or business help you? What would it take to create this business? How would you let people know about the business? What research should be accomplished first before beginning business?

As a class, have students decide on an entrepreneurial fund raising project. Have the students go through each step above in planning the project and have them set up the minibusiness. Have the class divide into groups to answer the above questions before they actually begin their business. They could offer such services as a laundry service, child care, lunch or dinner preparation, greeting card service, delivery service, gardening service, etc. Have every group carefully answer the questions, then set up operating procedures. A task division list should be made so that each person is familiar with what they are responsible for carrying out. The task division list should give job descriptions. Have the students decide on the best time to carry out the project.

B. Management practices and multiple roles

Divide students into groups. Have groups develop role plays that depict possible problems and their solutions concerning home management and child-care problems that could arise because of employment outside the home. Following each group's presentation, obtain feedback from other class members as to whether they agree with the group's solution and their suggestions for other possible solutions.

Assign class project to prepare a questionnaire to identify the effects of employment on home management and child care. Have students poll a variety of people with differing family lifestyles. Tally results and make a chart to share with the class. Have students write newspaper articles about the project and its findings for submission to the school or local newspaper, if possible.

Have students identify ways a family's use of resources would be affected by both of the parents working outside the home. KEY QUESTIONS: What are some resources a family has to help it manage its life style and home? Which are material resources and non-material resources? What are some ways a family's use of resources would be affected by both parents working outside the home? What effects would their working outside the home have on children ages 0-5, 6-12, 13-15, 16-18? What can families do to manage better? What additional home management responsibilities would the children need to assume? How would these responsibilities help the children? the family as a whole?

Ask students to write down the roles they, their mother, father, brothers, and sisters assume, as well as any other person or family member that may be living with them. Have students share their lists with class members. Compile the roles listed by class members. KEY QUESTIONS: Do you think some family members should assume more roles or responsibilities? Why? Are there special situations in some families that may explain why roles are held by certain members at this time that were held by others at another time? Why? How does the assumption of certain roles help a family manage itself overall, especially if the parents work outside the home? What conflicts may occur in home management when role expectations differ? How can these conflicts be resolved?

Lead a discussion about how employment skills from a career or job in a family life/services field, child development/care field, apparel field, or housing and home furnishings field may help a person with duties at home and how skills at home might help on the job. Have students give examples. KEY QUESTION: How might these skills help in the management of multiple roles?

Divide students into groups. Have each group write a story based on a family situation, such as both the wife and husband need to work for the couple to reach their goals; the wife wants to work to build a career; the husband is a full-time employee while the wife is a full-time homemaker; the wife is a full-time employee while the husband is a full-time student. Groups may add children and family activities to their stories. Stories should discuss management practices the family might need to employ in each situation. Evaluate each group's report on the basis of content and effective communication skills. KEY QUESTIONS: What management techniques might the couple need to employ to manage their multiple roles effectively? What effect would each situation have on the family's lifestyle?

Ask students to examine their own attitudes regarding the dual homemaking and gainful employment roles. Have them write a short paper telling why they are for or against assuming a dual role. Share students' opinions in class. Evaluate papers for content and effective communication skills.

Ask students to list life management techniques that would enhance productivity on the job. Examples might include time management techniques, ability to organize, positive attitude, decision making, goal setting, establishing priorities, etc. Have students identify other management skills that would be useful in enhancing job productivity.

Lead a class discussion about the meaning of the following statements: "Time management equals priority management which equals self-control." "Some people manage other people more easily and effectively than they manage themselves." "We do things that we ought not to do and we leave undone the things that we should have done." "We can be our own best friends and our own worst enemies." Relate the statements to the enhancement or detriment of job productivity.

Assign students to interview family members to identify ways their jobs and household duties are influenced by their management skills. Lead a discussion about management skills practiced on the job that might be a positive influence on home management. Give several examples. Also, discuss management skills that are practiced at home that might be a positive influence on the job.

Ask students to analyze their own strengths and weaknesses in various life management skills. Have them list these skills under separate columns headed My Strengths and My Weaknesses. Have students write a brief description of how to improve the weaker areas. Evaluate students' writing on the basis of content and effective communication skills.

Ask students to survey and determine the number of women working outside the home in your community. Compile a list of types of work they do. KEY QUESTIONS: How many jobs are related to home economics? home management? clothing and textiles? child development? Why do you think this is so?

Encourage the students to brainstorm skills acquired in performing various homemaking responsibilities which might be useful in gaining employment outside the home in a family life/services, child development/care, clothing and textiles, or housing and home furnishings field. KEY QUESTIONS: What skills do homemakers have that may be useful in gaining employment outside the home in one of these fields? How is being a homemaker a career?

Assign students to read articles in current magazines that discuss how Americans with multiple roles manage homes and families or suggestions for improved home and family management. Instruct students to write a brief summary of the article and its major points and present the summary orally in class. Evaluate student reports on the basis of content and effective communication skills. KEY QUESTIONS: How well would the information help a dual-career family or person with multiple roles manage home and work duties? Why?

Invite a panel of adults who assume multiple roles, are part of dual-career families and represent various stages of the family life cycle. Have panel discuss personal management patterns and achievement of family goals. KEY QUESTIONS: What is the present composition of your family? What roles do you have? How does holding more than one role affect your personal, family, job and household management? What management problems have you experienced during the beginning stage and what solutions did you find?

Lead a class discussion with students on the importance of being able to plan, organize, and manage their own lives and the impact that management skills will have on assuming roles as adults. Students may want to refer to their notes from the unit on management and the section in this unit on management techniques in preparing meals to better participate in the discussion. KEY QUESTIONS: How can management skills help a person assume multiple roles successfully? Can a person handle multiple roles successfully without much management? Why?

Lead a class discussion on ways management at home can affect efficiency on the job in family life/services, child development/care, apparel, housing and home furnishings and other careers. KEY QUESTIONS: What concepts and skills practiced at home can contribute to job efficiency? Which factors in management may need to be adjusted in order to apply them to manage a career or a dual role?

C. Occupational demands and rewards in personal and family life

Lead a discussion about the rewards and demands placed on family life by jobs outside the home. KEY QUESTIONS: What rewards are placed on family life by jobs? Why are the rewards beneficial to all family members? What demands are placed on family life by jobs? How can an employee help to alleviate such stress on family life? What can family members do to help the situation? Do the family members gain anything personally from the job? What help is there for people who take job stress home to their families?

Lead students in a discussion about commuting time, car pools, parking fees and/or public transportation costs that are a major factor of employment in some areas. Ask students to cite examples that family members have experienced regarding costs in money and time for getting to and from work.

Lead a class discussion about the stress associated with travel time to work. To foster discussion, conduct a class poll to determine how many students have to travel more than 20 miles to school. Point out to students some costs and stress. KEY QUESTIONS: Does one feel positive or negative about the drive? Can travel time be rewarding? How? What are the extra costs in travel? What can people do to make better use of the time associated with travel to work? to lessen the stress in travel time?

Lead a class discussion about the demands that are common to most occupations. Examples include the following: 40 hour or longer work week, uniforms or dress standards, travel and/or relocation, loyalty to the company and employer, honesty, cooperation with co-workers and supervisors, dependability, attendance, initiative, acceptable quality and quantity of work, adaptability, a positive attitude, etc.

Assign readings and reports to the class on articles in periodicals, such as *Business Week*, related to the emerging employment trends of job sharing and flextime jobs. Following the reports, lead a class discussion on the rewards and demands of these types of employment. Include examples, such as job sharing and flextime employment. Evaluate students on communication skills and content of reports.

Have students interview persons to learn their reasons for working in their chosen careers and their reasons for their job choice. Evaluate students reports for demonstration of good communication skills and content. KEY QUESTION: What effect has their job choice had on their individual and family lifestyle and relationships?

D. Effective money management

NOTE: Material on effective money management is found in various sections of this book. Unit VI deals strictly with money management. Other sections discuss money management in relation to the specific subject area such as Unit I regarding family life, Unit III regarding consumer aspects of clothing, Unit IV dealing with types and costs of housing, Unit V regarding resources and their responsible uses, Unit VII discussing food preparation techniques, and Unit VIII regarding factors involved in health decisions.

NOTE: Additional experiences could be provided students through activities regarding proper maintenance of items which would be cost savings for the individual.

Have students study references and interview parents and/or other home owners to discover factors related to the operation and maintenance of housing. Estimate the costs related to these factors in various types of housing. Lead students in a discussion about how the proper use and care of the home, its furnishings and equipment will reduce the maintenance and repair costs.

Instruct students to work with their families to find ways to reduce home operating and maintenance costs. Examples: making regular checks of equipment, following manufacturer's instructions in use of equipment, cleaning regularly, and painting and repairing as needed. Have students put some of the suggestions into practice and report on their work. Have them present their plan to minimize home operating and maintenance costs. KEY QUESTIONS: What skills may be useful in do-it-yourself home projects? What costs, time and energy are required for each project if checked on a regular basis and used properly compared to if not maintained and operated properly? How do these methods help a family manage money better? How might skills learned in these activities be useful on the job or obtaining employment as well as helping with money management?

Have students review do-it-yourself books to determine how many jobs could be done around the house or to automobiles which would cut service costs. KEY QUESTIONS: Are they jobs that require additional training or can one use the guidelines to successfully complete the task? What cost savings would there be on the individual/family budget?

Have a local mechanic speak to the class regarding automobile maintenance. Have students prepare questions in advance to ask the speaker. KEY QUESTIONS: Will regular maintenance expand the lifetime of the automobile? Why or why not? Does regular maintenance cut down on repair bills? Why or why not?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT I

COMPETENCY: (b.1) *Concepts and skills related to family living.*

SUB-COMPETENCIES:

(A) *Apply techniques to develop self-awareness and skills for self-direction.*

(B) *Describe the physical, social, emotional, and intellectual development of teenagers.*

(C) *Analyze factors involved in socially responsible behavior.*

(D) *Apply techniques which contribute to positive relationships with family, peers, authority figures, and others.*

(E) *Apply strategies for managing peer pressure.*

(F) *Describe the functions of the family in meeting personal and societal needs.*

(G) *Relate personal commitment to family strength and well-being.*

(H) *Describe the rights and responsibilities of family members and families.*

(I) *Relate the effects of career choice on the family.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Family living A. Developing self-awareness and skills for self-direction 1. Understanding self a. Accepting self	Give each student an index card and instruct them to write, on the card, five items that describe them such as favorite music group or singer, favorite thing to do on the weekend or after school, favorite classes, hobbies, talents, or skills. Collect cards adding a card for yourself. Display cards on the bulletin board and have students identify who is being described. Lead a class discussion about how students were able to identify each other. Or, have each student design a collage type poster using pictures, photos, words, or other symbols to show what they feel they are like. Label the poster, "How I See Myself." Display posters around the room. KEY QUESTIONS: What is the meaning of self-concept? In what ways does the family influence the development of the child's self-concept? positively? negatively? How is the way you see yourself affected by your friends? Are these influences positive? negative? How? Does the community you live in affect how you view yourself? How? How does your view of yourself affect how you react in your family? at school? in the community?

Assign a reading on the development of self-esteem. The reference should include influences on the development of self-esteem, benefits of a positive self-concept and high self-esteem, and the relationship of a healthy self-concept to success in relationships with friends and family. KEY QUESTIONS: What are some characteristics of persons with high self-esteem? Why is it important to work toward a positive self-esteem? What are some behaviors reflecting a person's low self-esteem?[B]

Read in class a short story depicting teens making difficult decisions that include references to peer pressure, criticism, new people and situations, loss of a friend, and/or unsuccessful endeavors. KEY QUESTIONS: How do negative situations affect self-esteem? positive effects? negative effects?

Conduct a discussion on personal resources. Using Teaching Aid 1, What Are Your Personal Resources?, establish a definition of *personal resources*. Have the class discuss what they are and how individuals can enhance their personal resources. Give examples of ways students can enhance personal resources. For example, a student with a good attitude about school and learning will probably be more successful in school than a student with equal abilities who has a negative attitude.

Ask students to bring their favorite cartoon strip and analyze the self-concept of one of the characters in the cartoon. Cartoon strips that deal with self-esteem and self-concept include "Peanuts," "Kathy," "Garfield," and "Nancy" among others. Analyze each cartoon. KEY QUESTIONS: How would you rate the self-concept of your favorite character in the cartoon strip? What additional characters in the strip affect your favorite character's self-concept? How? Why do you feel you identify with the character?

Using Teaching Aid 2, Checking Your Self Concept, have students individually rate their self-concept. Follow with a writing assignment asking each student to write a short paper on "My Plans for Liking Myself Better." Evaluate papers for demonstration of effective communication skills and content.[B] [C]

Divide students into pairs. Have each pair discuss the following open-ended statements:

- * I feel best about myself when....
- * I feel worst about myself when....
- * I get really angry when....

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

- * I am happiest when....
- * I am really confused when....
- * I can do a lot of things but....
- * I'm best at....
- * I wish I could....
- * I like the way I look when....
- * I feel really lousy when....
- * I think a lot about....

Follow with an assignment for each student to write a paragraph describing at least three situations in which they have positive feelings about themselves.[B]

b. Individual needs

Present a short lecture/discussion on basic needs. Have the students write their definitions of *needs* and *wants*. Lead a class discussion on the difference between the two. Also, have the class discuss Maslow's theory of needs, giving examples of needs at each level and ways needs are met in the family and within the peer group.

Have students develop a personal list of needs and wants. Have the class discuss the fact that another person's needs may be your wants and vice versa. Have each student prioritize their list of needs and wants and analyze priorities as related to Maslow's theory of needs. KEY QUESTIONS: In what areas are their needs highest? lowest? How do our needs affect our behaviors? How will age and circumstance likely affect your needs and wants?

c. Development of personality

Instruct students to read a basic reference or watch a film on development of personality. KEY QUESTIONS: What is a good definition of *personality*? How does the family affect personality development? Under what circumstances do children develop good feelings about themselves? Under what circumstances do they develop negative feelings?[B]

Prepare a list of personality characteristics or have students brainstorm to develop a list. Ask students to select three personality characteristics that best describe themselves. Allow students to group themselves into pairs and select characteristics that they feel are typical of their partner's personality. KEY QUESTIONS: Are the characteristics you and your partner listed describing your personality the same or different? Why? What could this mean?

Using the list of personality traits previously prepared, ask students to select and write the ten personality traits that they consider most important for a friend to have. Compile lists and determine traits that were selected most often and those selected

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	least often. Lead a class discussion on how these personality traits can be demonstrated in a relationship.
	Divide students into groups and ask each group to write and present a skit illustrating one or more personality traits in either a family or peer setting.[B]
	Ask students to develop a list of situations that are difficult and when negative personality traits are often shown. Examples might include a parent and child disagreeing on dress or curfew, or two friends arguing about another friend. Lead a class discussion on positive personality traits that could be displayed, making the difficult situation more easily handled.[B]
B. Understanding adolescent growth patterns 1. The nature of adolescence	Have students ask peers to complete the following statement: "Adolescence is...." Share responses in class by writing on a flip chart or graffiti mural to be displayed in the room. Also, have students ask adults they come in contact with to respond to the same statement. Compile responses and compare to responses received from peers. KEY QUESTIONS: How are the responses similar? How are they different? Why are they different?
	Ask students to research the meaning of adolescence in other cultures. Share findings in class and lead a class discussion on how being an adolescent in another culture is different from or similar to being an American adolescent.[B]
	Invite students from other countries, who may be attending your school as an exchange students, to discuss how being an adolescent in this country compares to adolescence in their home country. KEY QUESTION: What differences do they like and dislike the most?[C]
	Invite an adolescent psychologist, counselor, or school guidance personnel to discuss special concerns that adolescents must deal with and their effects upon the individual students. Give students an opportunity to place questions in a question box to be answered by the resource person or used in a follow-up discussion of special concerns of adolescence.
2. Developmental tasks of adolescence a. Emotional b. Physical c. Intellectual	Assign a reading or view a film on developmental tasks of adolescence. The reading or film should include the following: achieving positive peer relationships, achieving masculine/feminine role, acceptance of physical self, achieving emotional independence, developing attitudes toward marriage and family, selecting a career or occupation, establishing a personal

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

philosophy, and showing socially responsible behavior (Havighurst's theory of adolescent development).[B]

Refer to Teaching Aid 3, Developmental Tasks of Adolescents. KEY QUESTIONS: What are the developmental tasks of adolescence? How do we show that we have achieved each task? What are some examples of behavior that show maturity in each area of development? What areas of development are most important to you at this moment? How does that relate to the list of needs prioritized earlier? Does achievement of the tasks indicate maturity? Why? How? What behaviors have you observed in adolescent peers recently that indicate non-achievement of the tasks? What are some examples of task achievement by familiar adolescent television characters? What are some examples of non-achievement by familiar adolescent television characters?

Divide class into small groups and ask each group to list ways teens feel adults tend to treat them as children and also ways they feel adults treat them as adults. List corresponding responses of students to being treated as a child in some instances and as an adult in other instances. Share group responses and develop positive strategies of behavior for adolescents to use when feeling confusion about ways to react.

Invite a doctor who treats adolescents to discuss adolescent growth and development and factors influencing healthy growth. Ask the doctor to focus on physical changes, importance of good nutrition, emotional development and changes, and ways to handle emotions positively.

Divide the class into groups, and ask each group to role play the case studies found on Teaching Aid 4, Case Studies On Teen Emotions. CRITICAL QUESTIONS: What areas of development were dealt with in the situations presented? What developmental tasks were being developed? Did the adolescent show high or low levels of maturity in dealing with the situation? What are some additional ways to deal with the situation? What effects would occur? What would happen if most adolescents dealt with the situation as played? How did people around the adolescent feel about his/her behaviors? How could the adolescent prepare to deal with the situation more effectively in the future?

Lead a class discussion on the adolescent task of achieving mature relationships with age-mates of both sexes. Ask students to list different groups in which they participate. Beside each group on the list, explain feelings they have when in that group. Feelings could include inferior, leader, worker, or follower. Ask students

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[B] = Basic Skill Reinforcement

to consider factors that contribute to their feelings while functioning within the group.

Show students a film or filmstrip on physical and psychological characteristics of males and females. See Teaching Aid 5, Changing Roles of Men and Women. KEY QUESTIONS: How do male and female roles differ in our society? How are they alike? How have role expectations changed in the past few years? What are some examples of changed expectations? What differences in growth patterns of young males and females exist? How do differences in physical growth patterns affect other areas of development?

Lead a class discussion on myths about differences between males and females. Refer to Teaching Aid 6, Fact or Fiction? KEY QUESTIONS: What are characteristics traditionally associated with females? males? Are these expectations prevalent in our families today? Is it acceptable for the wife to be the breadwinner and the husband to be the homemaker? What parenting expectations are common for the mother? father? Are these expectations changing as more mothers are employed outside the household? Why or why not?

Invite a pediatrician or doctor who treats adolescents to discuss adolescent growth and development and factors influencing healthy growth. Ask the doctor to focus specifically on physical changes, and the importance of good nutrition during the adolescent years.

Lead a class discussion on the meaning of achieving emotional independence from parents and other adults. Give examples of ways teens can display emotional maturity in relationships with parents and other adults. Discuss the responsibilities that accompany emotional independence.

Invite a counselor to discuss the importance of vocational and occupational planning while yet an adolescent. Ask the counselor to give students an opportunity to complete vocational assessment instruments that evaluate vocational aptitude.[C]

Ask students to research a career area they are interested in and prepare a short oral report summarizing the interests skills, training, and competencies required for the job. Evaluate each student's content and ability to communicate orally during the reports.[B] [C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Have students study a reference or invite a family counselor or psychologist to point out the importance of developing healthy attitudes toward marriage and family life. Focus on the ways dating relationships affect future marital success. Have students prepare questions to be answered through the study.

Present a short lecture/discussion on the importance of developing positive skills and attitudes about the individual's role in the community. Identify the various roles that individuals can play in community life. Prepare a bulletin board summarizing the interrelationships between individuals, families and community. Illustrate ways individuals can contribute to their community while yet adolescents.[C]

As an FHA/HERO activity, invite community leaders and/or volunteers who work in various agencies and community projects to discuss their activities and the benefits they receive in giving of their time and personal resources for the benefit of the whole community. Determine opportunities for adolescents to become involved in community service.[C]

Lead a class discussion on the meaning of socially responsible behaviors as an individual in society. Ask students to bring newspaper stories illustrating ways individuals and groups exhibit these behaviors through work and volunteer activities.[C]

Ask students to write papers on factors which have influenced their personal behavior codes. The students' papers should include peers, parents, siblings, mores, media, etc. Conduct a class discussion on the factors that have more or less influence on the codes of adolescents in our culture. Evaluate the students' demonstrations of effective written communication and the contents of the papers.[B] [C]

Lead a class discussion on the meaning of *personal philosophy* or *behavioral code*. Ask students to develop a character shield. The character shield should illustrate the values students hold about ethical behaviors to be exhibited with family, peers, and in the society at large.

C. Development of socially responsible behavior
   1. Attaining maturity

Lead a class discussion with students responding to the open ended statement, "Maturity is...." Using student responses, classify each example of maturity into the following groups: chronological, physical, intellectual, emotional, social, and philosophical.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

Encourage students to collect and mount pictures of teens in a variety of situations. Ask students to describe mature behaviors that could be exhibited in each situation.

Bring popular music audios and/or selected videos to class. Listen/view tapes and analyze the maturity or immaturity depicted in the music and/or scenes.

Have students make a list of the mature behaviors and the immature behaviors that they have seen teens exhibit recently. In a short paragraph, ask students to analyze their personal behaviors discussing situations in which they find it easy to be mature and those in which they find it difficult. Evaluate students' paragraphs on the basis of effective communication skills and interpretation of their analysis. KEY QUESTION: In what ways do adults sometimes exhibit immature behavior?[B] [C]

Assign groups of students to develop and present role plays depicting mature decisions and behavior in the following situations:

1) Student with an opportunity to cheat on exam
2) Teen deciding whether or not to smoke with friends
3) Teen deciding whether or not to drink with friends
4) Teen deciding how to tell parents he/she went to a party without their knowledge

CRITICAL QUESTIONS: What were the alternatives available? What behaviors were expected by peers? adults? What determined the choices of behaviors made? What were the effects of behaviors selected? What would be the consequences if most teens chose the same behaviors?

Have students write letters to an advice columnist. The students should request help on selecting the most mature behavior in situations they face. Place the student's letters in a box. Have each student draw a letter and prepare a written response indicating behaviors that would show maturity. Read the letters and responses in the class, and lead a class discussion on situations and advice given.[B] [C]

2. Value development

Have students complete a reading on values, goals and standards. Explain the meaning of each and give examples. KEY QUESTIONS: What are values? goals? standards? How do our values develop? Why do our values differ? What are examples of intrinsic values? extrinsic values? Who influenced your value development?[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Give each student 10 index cards. Ask students to list on each card something of great importance to them. Then, arrange the cards in the order of importance from most important to least important. Lead a class discussion on how these priorities affect choice of friends, activities, hobbies and interests, and behaviors. Have students rearrange the cards into priorities characteristic of their parents. Compare priorities of teens and parents. KEY QUESTIONS: What are the similarities? differences? Would peer priorities more nearly match those of the teen or the parents?

Role play the following situations in which people have conflicting values:

1) Couple on a date with different values about spending money
2) Two teens with different values about getting good grades in school
3) Parent and teen who disagree about the importance of going to church
4) Teens who disagree on the use of drugs or alcohol and lose so called friends.

CRITICAL QUESTIONS: What values affected behaviors? What were the consequences of the conflict on the relationship between the characters? What are some reasons values differed between the characters? What would be the consequences if most people held values displayed in the role play?

Provide or have students bring several magazine articles, newspaper clippings, cartoons, or videotapes of TV advertisements to class; have students identify values, goals, and standards implied in the examples. KEY QUESTIONS: What values are shown? How does the media and advertising affect the behavior of teens?

Ask students to write a short essay on the topic, "My Values—The Yardstick to Measure My Behavior." Evaluate essays on the basis of good communication skills and content.[B]

Ask students to imagine they must leave their homes for a trip to a deserted island and they are allowed one suitcase with ten articles. Have each student make a list of the articles they would take with them. Guide students as they analyze the lists to determine the values affecting the decision of what to take and what is left behind.

Prepare a bulletin board display titled, "I Wish These Were Mine." Arrange pictures of several items teenagers might want to own. Work in groups or individually asking students to choose two

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[B] = Basic Skill Reinforcement

items they want most and share reasons for choices. KEY QUESTIONS: What values do the choices reflect? What events in your life might alter these choices? Does this reflect a change in your values? Why? Why not?

Have students analyze the following situations to identify goals, standards, and values in each:

1) Jorge wants to graduate from high school and is satisfied with a C average.
2) Joan gets up 15 minutes early in order to put on makeup.
3) Carmen works after school to buy a used car.
4) Bill wants to provide child care in order to buy a suit for the prom.

Have students read case studies or short stories describing different families and their values, goals, and standards. Determine how values influence behavior. Categorize the family's focus as one of the following: things, people, ideas, activities, or status.[B]

Develop an interview form and ask students to interview two families of similar size, composition, income, social status, and same stage of life cycle. Have the families list needs and wants for the coming year. Compare the lists. Lead a class discussion on how they are similar and how they differ. What values affected their selection of needs and wants.

Assign a reading on the meaning of intrinsic and extrinsic values. Have the class develop a definition of each type of values. Lead a class discussion on some familiar sayings such as "the end justifies the means" or "honesty has its own rewards." How does the meaning of these statements relate to values?[B]

Lead students to brainstorm and make a list of examples of both extrinsic and intrinsic values. The following might be included:

* Learning because it is fun
* Buying clothes that your friends like
* Saving to buy something you enjoy
* Studying to get good grades
* Dating because your friends do
* Joining a club because you are interested in the activities
* Playing in a band because you like music
* Dating someone because they are popular
* Being honest because you don't want to get into trouble
* Liking friends because they are fun to be around

[B] = Basic Skill Reinforcement

- Keeping your room neat because your parents want you to
- Participating in a sports activity because you enjoy it
- Going to church with your family because they want you to

KEY QUESTIONS: What are examples of intrinsic values? extrinsic? Why do people develop different values? What are effects upon relationships when the above values are shown?

Using Teaching Aid 7, Your Values and Your Decisions, have students analyze situations. Lead a class discussion on the decision-making process as related to values affecting the decision made. KEY QUESTIONS: What values influenced the decision made? Which values were most influential? least influential? Why? What implications does the choice have for the future?[B]

Use Teaching Aid 8, What is Important to You?, or ask students to make a list of the things they feel are important to most teens. The list might include some of the following: having lots of friends, good grades, making the school team, popular music, finishing high school, getting out on my own, owning a car, going to college, getting a job, getting married, having my own money to spend, looking good, having children, being elected a school leader, etc. Have students conduct a survey of their peers, family, and other important persons to them to find out what is important. Tabulate the findings to find out what things are most important to teens, parents, and other adults. What is most important to teens? parents? other adults? Were the responses of males and females different? What values affected choices? How did student responses compare to those of their parents? peers?[B]

Group students into pairs to discuss making choices and the influence of values on choices made. Ask each pair to talk for 5-10 minutes about possible alternatives available to teens in the following situations:

- How to spend your free time
- What to do on a weekend date
- How to earn spending money
- What activities to join at school

After listing several alternatives have each pair of students answer the following CRITICAL QUESTIONS: What are the three best alternatives? What would be the consequences of choosing each? What values and goals affected your choices? What would happen if most teens made the same choices?

Have students bring to class one or more objects that are important to them. Share objects and have each student explain why the

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[B] = Basic Skill Reinforcement

objects are important to them and what values they represent. KEY QUESTIONS: What are the similarities and differences among students of the objects and values represented? Why do all people not value the same things? What are the consequences of being alike and different in values held? Evaluate each student's ability to communicate orally during the sharing time.[C]

3. Making personal decisions

Assign a reading or watch a film/filmstrip on the importance of using the decision-making process to make personal decisions. Information should include types of decisions, use of the decision-making process, moving from dependence to independence in decision making, and influence of family and peers upon decisions made during adolescence. CRITICAL QUESTIONS: What types of decisions do adolescents make in the course of one day? What are some common behaviors used in making a decision that prohibit making good decisions? What are the effects of the following approaches to making good decisions? Impulsive, dependent, fatalistic, procrastinating, overconfident, depending upon your intuition, not acting, risk taking.What is the meaning of moving from dependency in making decisions? What is the influence of family on decisions made by teens? What is the influence of peers? Give some examples of decisions made by teens in which the family has a strong influence? Give examples of decisions in which teens are more influenced by their peers?[B]

Develop a class list representative of the decisions made by teens in a typical day. Lead a class discussion on the difficulties associated with making decisions listed. Depending upon the list developed by students, consider the difficulties faced by teens making decisions about drug, alcohol, and chemical abuse, cheating, shoplifting, or other delinquent behaviors.

Show students films or filmstrips describing the dangers of one or more behaviors: drug use, alcohol abuse, cheating, shoplifting, and other types of deviant behavior. Lead a class discussion on the importance of recognizing the use of the decision-making process in making choices difficult for teens. Summarize the effects and dangers to teens making decisions about drug and alcohol use, sexual behaviors, and other behaviors discussed.

As an FHA/HERO activity or class project, break students into small groups to use the decision-making process. Solve the problems in the case studies in Teaching Aid 9, Case Studies On Decision Making, using the following steps:

1) Define problem.
2) Identify options or alternatives.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

3) List advantages and disadvantages of each option.
4) Select alternative.
5) Reflect on consequences of alternative chosen.

D. Developing positive relationships
   1. Influences on relationships
   2. Strategies for developing good relationships

Write the word "relationships" vertically on a transparency, chalkboard, or large piece of paper. Ask students to suggest words that begin with each of the letters and say something about relationships. For example: **R**-eliable, **E**-motional needs, **L**-oving, **A**-ppreciate, **T**-rust, **I**-ntimacy, **O**-thers, **N**-eeds, **S**-elf-concept, **H**-appy, **I**-ntellectual, **P**-ower, **S**-elf-revelation.

Ask students to develop a list of qualities they feel are necessary to support a strong friendship. Have individual students rate each quality on how important they feel it is to maintaining a friendship. Compare ratings and lead a class discussion on how a friendship is affected by each quality.[C]

Have students brainstorm to identify different kinds of relationships and the purposes of each. Include the following: acquaintances, social friends, best/close friends, dating partners. Lead a class discussion on the unique role played by each type of relationship. What expectations are characteristic of each type?

Assign students to keep a relationship diary for one to two weeks. Ask them to record information about who they relate to, what are the circumstances under which the relationship is carried out, what do they get from the relationship, and what do they give to the relationship. At the end of the recording period, assign a short essay titled, "My Relationship Profile." Students should write about what benefits they get from relationships. KEY QUESTIONS: What effects will this have on the future of the relationship? Which relationships are more satisfying? less satisfying? Why? How would they like to change or improve their relationships?[B] [C]

Show students a film or video on ways to build healthy relationships and purposes served by different kinds of relationships. Have students develop a list of personal needs met through relationships with others. KEY QUESTION: What would be the likely effects of these personal needs not being met through relationships?[C]

Lead a class discussion on methods of expressing affection in relationships with family and friends. Point out that non-sexual physical expressions are primary to good relationships.[C]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

Have students write descriptions of problems they face in their daily relationships with peers, family, and other significant persons. Place problems in a box and discuss several each day allowing students to share ideas about how to improve relationships.[B] [C]

Divide students into pairs or small groups. Have each group dramatize how the following behaviors would foster the development of relationships:

- Displaying loyalty to friends
- Saying something negative without hurting feelings of others
- Displaying acceptance of people to be what they are and not what someone thinks they should be
- Acceptance of friends spending time with other friends
- Winning the approval of others without putting someone else down
- Accepting friends who choose to do something different
- Expressing happiness when others are recognized for their accomplishments
- Understanding of the feelings and emotions of others[C]

Ask students to write a story about the development of a friendship between two people. Include a description of how the friendship developed, how it was maintained, and the benefits received by both persons. The story can be about a friendship between persons of the same sex, persons of opposite sexes, persons with similar ages or different ages, a friendship between parent and child, or between husband and wife. Ask for volunteers to read stories aloud to the class and lead a discussion on how the friendship affected both persons involved. Stories should be evaluated on the basis of good communication skills and content.[B] [C]

Lead a discussion on the meaning of the statement "To have a friend is to be one." Ask students to give examples of situations where showing friendship helped to develop friendship.

Ask students to create a display or bulletin board that depict their ideas of what a good friendship should be. Display under the title, "Friendship Means Many Things To Many People."

3. Role of communication in developing relationships

Watch a film/filmstrip on the role of communication in developing relationships. Information given should include a definition of *communication*, why it is important in the development of positive

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

relationships, destructive and constructive communication styles, and strategies for developing effective communication. KEY QUESTIONS: What is communication? Why is it important in the development of positive relationships? What is constructive communication? What are some examples of constructive communication strategies? What is destructive communication? What are examples of destructive communication messages?[C]

Group students into pairs to illustrate communicating in both constructive and destructive ways. For example, have one student relate something that has happened to him/her recently with the other person responding with negative, put-down remarks. After a few minutes, have the responding partner give positive, reinforcing remarks. Have students discuss their feelings about both the constructive and destructive feedback. Reverse roles and repeat the communication exercise.[C]

Conduct a discussion in basic concepts in the process of communication. Include concepts involving sender, receiver, message, and verbal/non-verbal communication techniques.

Present a short lecture and demonstration of different levels of communication including:

- Small talk or cliche conversation
- Giving facts
- Sharing personal ideas
- Sharing personal feelings
- Complete honesty and open sharing of empathic thoughts and feelings

Have students practice each level of communication in small groups.[C]

Lead a class discussion on the importance of non-verbal communication. Demonstrate several messages and have students interpret what you are trying to communicate. Messages could include wrinkled brow, winking, slumped posture, folded arms, drumming fingers, rolling eyes, upright posture, hand gestures, eye contact, placing distance between people, and touching behaviors.[C]

Lead class through a demonstration of the importance of communicating clearly. Send one student out of the room and select another student to sit with back to the chalkboard. Distribute mimeographed sheets with a geometric design. Ask first student to return to the classroom and draw on the chalkboard as the student sitting facing the class gives instructions on how to draw the figure. Compare finished drawing with the one on the sheet.

[C] = Common Essential Element

Repeat the demonstration using another drawing and allowing two students to communicate facing each other. This makes it possible for the instructions being given to reflect the way previous instructions have been interpreted and incorporated into the drawing. Compare results of the two experiments. Lead a discussion on the importance of clear communication techniques. How could difficulties in communicating clearly affect relationships?[C]

NOTE TO THE TEACHER: This activity would provide a good opportunity to discuss feelings resulting from communication, amount of confidence of sender or receiver in one-way communication and two-way communication, and difficulty in correcting miscommunication after prolonged one-way communication as opposed to two-way where the error is quickly detected.

Show a film or present a short lecture on the relationship between self-concept and communication. Emphasize that one of the best ways to develop positive communication in relationships is to communicate the idea that "You're an important and worthwhile person and I appreciate you." Give a demonstration of communicating feelings of worth of another person. Examples: "Thanks for being here." "You're opinions are very important to me." "I'm so proud of you." "That was great; I didn't know you had that talent."[C]

Divide students into pairs. Practice making positive statements that communicate acceptance and appreciation which take on roles of peer to peer, student to teacher, child to parent, and sibling to sibling. Share statements with class. Develop a list titled, "Ways to Say You Are An Important and Worthy Person."[C]

Define *I-messages* and *you-messages*. Lead students in describing situations when I-messages were used in a positive, negative, or offensive manner. Describe situations when you-messages were used in a positive, negative, or offensive manner. KEY QUESTION: What are guidelines for effective use of I-messages and you-messages?

Provide a graffiti sheet in the room where students can write I-messages they have used or received and also how the use affected relationships between the sender and receiver.[C]

As a class, develop a checklist of responses that students use or receive in daily relationships with peers, family, teachers and other significant adults. On a scale of very helpful, helpful, somewhat

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[C] = Common Essential Element

helpful, and not helpful, have students rate the effectiveness of each response in improving communication and developing positive relationships.[C]

Videotape role plays presented by small groups of students showing verbal and non-verbal communication problems and positive strategies to use in the following situations:

1) Couple trying to decide whether to continue exclusively dating each other or start dating other people
2) Two girls who are trying out for the same part in a school play
3) Two guys who are interested in dating the same girl
4) Classroom situation with someone who always plays the part of the class clown
5) Teacher and student discussing poor grade on the student's report card

Using Teaching Aid 10, Tips for Good Communication, lead a class discussion on each strategy and what might happen if each was ignored.

4. Developing healthy dating relationships

Assign a reading or view a film on the role of dating relationships in preparation for marriage and family. KEY QUESTIONS: What is dating? What are some common expectations that teens have about dating? How does development of healthy dating relationships help prepare for marriage or single adulthood? When does dating not contribute to healthy preparation for marriage or single adulthood?

Using Teaching Aid 11, The Dating Route, lead a class discussion on different types of dating listing advantages and disadvantages of each. Have students discuss common problems faced by couples in each type of dating relationship.

Working in pairs or small groups, have students develop a description of the relationship of a couple at one stage of dating as described above. Have students write a description of the couple's relationship if they were at a different stage of dating. KEY QUESTIONS: What are some characteristics in the relationship that would help you predict if the relationship will grow and develop to an even higher stage? Which relationships are likely not to continue? Why?

Ask a marriage counselor, minister, or other community resource person who serves families in the community to discuss the following: how to develop healthy sexuality through healthy dating relationships, considerations in choosing dating partners, and advantages and disadvantages of steady dating relationships.

[C] = Common Essential Element

Using Teaching Aid 12, Dating Behaviors to Consider, have students discuss the effects of each behavior in the development of healthy sexuality and in preparation for marriage or single adulthood. Ask students to analyze their expectations regarding dating relationships in a paper. Evaluate the students' papers on the basis of content and effective written communication.[B] [C]

Have students develop a survey to analyze the dating practices of students in the school. Include items such as age when dating begins, dating or not dating at present, preferred dating activities, parental curfews, considerations in selecting a dating partner, preference for single or group dating, cost of dates, places to make dating contacts. Compile findings and have students write an article for the school newspaper on the dating practices and preferences of students in high school. Evaluate articles for demonstration of good communication skills and content.[B] [C]

Prepare a bulletin board showing pictures of couples in common dating activities. Title the bulletin board, "Preparation for Healthy Adult Roles in Marriage or Singlehood."

Have students place questions about developing positive dating relationships in a box. Divide the class into two groups. Sitting in two circles, inner and outer, have the inner circle discuss the questions. The outer circle will make notes and share their reactions to the ideas presented after the questions are discussed.

Assign a reading or watch a film on healthy family relationships. Discuss the effects of the following family relationships: cooperation, trust, responsibility, respect, loyalty, caring. Have students write a short essay titled, "My Ideal Family and Its Relationships." Evaluate essays on the basis of good communication skills and content.[B]

5. Strengthening family relationships

Ask students to write examples of problems that teens commonly have in dealing with relationships with family members. Place three large sheets of butcher paper in different locations of the room. Label one "Parents," one "Siblings," and one "Other Family Members." Other family members might include the spouse of an older brother or sister, cousins, aunts, uncles, and grandparents. Allow students to move freely around the room and write on each sheet typical problems teens have in getting along with family members. Lead a class discussion on the problems listed and lead students to brainstorm to discover possible solutions. Ask students to make a list of things they might do to improve family relationships.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Videotape or ask students to watch a family sitcom on television and lead a class discussion on strengths and weaknesses of relationships among family members. KEY QUESTIONS: What are the conflicts among family members? What strategies are used to deal with conflicts? What were the results?[C]

Have students play the game Password, identifying words related to getting along with family members. Appoint one person to be the moderator, two people to give clues, and two others to receive the clues and try to identify the secret word. Examples of words to include are cooperation, respect, affection, sharing, courtesy, responsibility, privacy, and trust.

Ask students to visualize the happiest family that they know. KEY QUESTIONS: What do you think home means to the family described? What qualities and characteristics are typical of the family members and the ways they relate to each other? How do the family members avoid conflicts? How do the family members support and reinforce each other?[B] [C]

Ask students to depict with pictures, postcards, souvenirs, or brief written description activities of their families. Have volunteers describe family activities that they enjoy and do not enjoy. Lead a class discussion on how family activities enrich the relationships of family members. Use examples of students' family activities to construct a bulletin board or display titled, "Families Building Good Relationships Through Family Activities." KEY QUESTION: How might one justify continued participation in family activities not enjoyed personally?[C]

Have students read a book that portrays families in healthy relationships. Examples: *Cheaper By the Dozen* by Gilbreath and Carey, books by Laura Ingalls Wilder, or books by Judy Blume. Make a list including the activities that family members did together. Lead a class discussion on how these contributed to the emotional health of the family. KEY QUESTIONS: How did family members show support for each other in crises? How do these families compare with families of today?[B] [C]

Ask students to identify common issues of conflict between siblings. These might include privacy, sharing rooms, use of telephone, dividing household chores, or use of family car. Divide into small groups and have students develop skits portraying a conflict. Ask groups to include a workable solution to the conflict dramatized. Present skits in class and discuss other solutions suggested by class members.[C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Have students write a brief description of a disagreement they have had with parents or a sibling. Then, ask them to take the part of the other person and write a description expressing why they acted as they did and what feelings they had during the disagreement. Point out that this is an example of empathy in relationships. Lead a class discussion on how empathy helps to understand the point of view and actions of others. Make a list of the ways students can use empathy in relationships with family members. Evaluate papers on the basis of effective written communication skills and content.[B] [C]

Using Teaching Aid 13, Ways to Solve Disagreements, lead a class discussion on strategies for families to use in solving problems. Have students work in small groups and present skits illustrating each strategy. KEY QUESTIONS: Which is the most satisfactory strategy? least satisfactory? Why? Which strategy do you see used in families most often? What are the results? Are family relationships strengthened or weakened? Why?[C]

Present Teaching Aid 14, Diagram of Family Interactions, which shows many of the interactions possible within a given family. Have students draw a diagram of their family interactions. Compare numbers of interactions possible among families. Lead a class discussion on how family size influences the number possible. Discuss the effects of divorce, step families, and extended families on the interactions possible.

Have students bring to class cartoons depicting family relationships. Put on transparencies and lead a class to discussion on the aspects of family relationships shown in cartoons. Point out examples of healthy relationships, problem solving strategies, qualities of communications, and other aspects of family relationships.

E. Managing peer pressure
   1. Peer influence on self-development
   2. Peer influence on values

Assign a reading on the influences of peers on development. Establish a definition for a *peer group*. Conduct a discussion on how friends and friendships relate to positive feelings about one's self. Discuss how friends meet our needs and ask students to give examples of ways friends have influenced their behavior in both positive and negative ways. Ask if students have changed their personalities or ways of behaving in order to be what others expect them to be. Lead a class discussion on ways changes can be positive and also ways changes can be negative.[C]

Have students watch a current movie that deals with effects of peer relationships on teen behavior. KEY QUESTIONS: What

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[B] = Basic Skill Requirement

[C] = Common Essential Element

behaviors were influenced through peer relationships? Were the influences positive or negative? Why? How were relationships affected? Did teens meet the needs of each other in the movie? How? What were the effects?[C]

Assign students to read newspaper articles or short stories about positive and negative acts by teens who were influenced by friends. CRITICAL QUESTIONS: What will be the immediate personal effects of the teen's actions and associations? What will be the effects on the teen's future? What will be the effects on others involved?[B] [C]

Have students select a value that most teens hold in common. Example: Positive peer relationships. Develop a list of behaviors that would stem from this value. Conduct a class discussion on the influence of peers on the behaviors listed. KEY QUESTION: How might decisions about who you will associate with be affected by knowing how peers influence behavior?

Explain the relationship between goals and values. Have each student write three long-term goals they want to accomplish and three short-term goals. Divide students into pairs and share responses. KEY QUESTIONS: What goals do students have in common? How do peers influence the goals selected?

Have students analyze case studies describing behaviors of teens in a variety of situations. KEY QUESTIONS: Were behaviors influenced by peers? What other influences were described? What are positive and negative aspects of peer influence?[B] [C]

3. Strategies for handling peer pressure

Encourage students to brainstorm to develop a list of examples of peer pressures. Divide examples into positive and negative categories. Role play strategies to use in saying no to negative peer pressures. Strategies may include avoiding problem situations, using humor to divert attention from the situation, simply saying you do not wish to..., leaving the situation, or suggesting an alternate activity. The following situations might be dramatized:

1) Riding with a friend to lunch without parent approval or knowledge
2) Drinking alcohol at a friend's house when parents are not present
3) Engaging in heavy sexual activities
4) Watching for store personnel while a friend shoplifts
5) Using a stolen exam to prepare for finals
6) Joining friends who engage in petty vandalism

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

7) Using a fake ID to get into a club for adults
8) Joining a friend who is using a fake ID to buy alcohol
9) Going to a party at a friend's house when parents are out of town

KEY QUESTIONS: Was the strategy successful in resisting peer pressure? What other strategies might also be successful? What would be effects upon relationships between the teen and friends pressuring to engage in activities dramatized?[C]

Invite a panel of ex-students to discuss the problem of peer pressure and ways they have dealt with peer pressure effectively.

Make available a Peer Pressure Problem Box. Allow students to place questions and problems in the box to be discussed in class with the class giving suggestions about dealing positively and effectively with peer pressure.

As a class project or an FHA/HERO activity, select one problem area of behavior for teens in your community and plan an open forum for teens during a lunch hour, after school, or in the evening. Invite a parent, minister, counselor, psychologist, or other community resource person to conduct a talk show format session dealing with questions related to the problem and effects upon teens, families, and the community.[C]

F. Family functions
   1. History of family

Show a film or present a short lecture on family structures in early societies. Lead a class discussion on the role of the early family in meeting physical needs for preservation of the species. Also discuss reasons physical needs were given emphasis over other levels of needs. Relate early family structures to needs theories.

Prepare a reading list for students including books about early American families. Assign students in small groups to prepare written and oral reports about family life in colonial days. Evaluate reports for each student's ability to communicate effectively and for content.[B] [C]

Arrange a field trip to a museum and/or antique store to view articles from homes of early settlers in your community. Observe furniture, tools, household equipment, clothing, and farming equipment. Ask museum personnel or volunteers to discuss family life styles of early settlers with the class.

As a Student Occupational Activity, use a school or community library to have students research the functions of the family and roles of family members in the past and present. Have students

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[C] = Common Essential Element
[B] = Basic Skill Reinforcement

note effects of the family's change from a producing unit to consuming unit. How do outside forces impact the functions of the family and roles of family members?

Divide the students into small groups. Have groups write and present original skits describing a typical day in the life of an American family in the past, or watch a videotape showing family life in pioneer days and one showing families of today. Lead a class discussion on differences and similarities of families in past and contemporary families. Evaluate skits on the basis of good communication skills and content. KEY QUESTIONS: How do pioneer families differ from families of today? How are they alike? What values were prevalent in pioneer families? Do most families of today exhibit the same values? Why or why not? What were the role responsibilities of pioneer parents? children? How do they differ from those held by families today? Would you rather be a member of a pioneer family or a family of today? Why? What advantages did children of pioneer families enjoy that today's children do not have? What disadvantages did they have?[B]

2. Families of other cultures

Arrange a bulletin board showing families representing various cultures in American society. Show films or present a lecture describing family patterns in various cultural groups present in American society. Be sure to include cultural groups represented by students in your community.

Ask persons from cultural backgrounds represented in your community to discuss family life style, values, and family patterns of families representing their cultures. Ask resource persons to describe important family traditions, life styles, role responsibilities of family members, attitudes and customs about marriage, public institutions and government, and expectations of parents for children. KEY QUESTIONS: How do special family traditions contribute to strong families? Why is it important for families from different ethnic backgrounds to understand traditions of families different from their own?

Assign research reports on families in other cultures including the Israeli kibbutz, Muslim, Chinese, Japanese, African, Russian, Eastern European, and Indian. Have students in oral or written reports describe the family life style, family member roles, interaction of family with community and government , and special problems faced by families in each culture. Compare these aspects to American family characteristics. Evaluate reports on the basis of good communication skills and content.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Instruct students to prepare and present an oral report or demonstration of one family custom that is important to their family. Examples are a special activity at holiday time, birthday celebrations, and special foods for special times. Have students explain what the custom is and why it is important to the family. Evaluate reports and demonstrations on the basis of good communication skills, demonstration skills, and content.[B]

3. Basic functions of families

Establish a class definition of *family* and the meaning of *function*. Lead students to brainstorm what functions the family has in our society. Present a short lecture on the meaning of the following functions of family: protection, economic, procreative, nurturance, recreation, love, and affection. Have students create a class mural depicting examples of ways the family functions. Conduct a class discussion on the meaning of each function as related to families of different cultures, families of today vs. families of yesterday, and some problems families face in providing the support needed in each area.

Using Teaching Aid 15, Basic Tasks of Families, summarize the basic responsibilities of families. Give examples of ways families complete each task. Examples: Provision for cognitive development, families provide appropriate books and learning opportunities for children.

Have students to make a list of community resources available to families fulfilling the following functions: protection, economic, procreative, nurturance, recreation, love, and affection for family members. Lead a class discussion on additional resources needed to assist families in your community.

Divide students into groups that represent family members in the ages 0-5, 6-10, 11-14, and 15-18. Each group should prepare a report identifying and discussing how the family can fulfill each family function for members in that age group. Evaluate each student's content and ability to communicate orally during reports.[B] [C]

Invite a resource person who works with families in a community agency to discuss the problems faced by dysfunctional families. What are the effects on family members when families are not able to provide basic functions for family members?

As a Student Occupational Activity, ask students to plan and complete one activity with their families that is helpful to family members in one area of family functioning. Each student should

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

summarize plans, activities implemented, and results in a paper or oral report to the entire class. Evaluate each student's content and ability to communicate effectively in reports.[B] [C]

4. Changing family structures

Have the students name as many types of family structures as possible. Lead a class discussion on traditional as well as non-traditional family groups. Some non-traditional family groups might include grandfather caring for grandchildren; mother, father, children living with grandparents; mother, child, and grandchild; father and children; two mothers and their children; two brothers going to college and sharing an apartment; adult brother and sister with younger brother or sister; or unmarried mother with adopted children. KEY QUESTIONS: What changes in society have promoted the occurrence of some of the non-traditional structures? How are the structures identified able to meet the basic family functions?

Present information giving definitions of different family structures including nuclear, single-parent, extended family, blended family, and foster family. Have students select one type and interview a family fitting into that structure to determine what special problems and advantages they have that are directly related to the family structure. Share findings in class.

Have students identify family television programs depicting families of each basic structure. Have students watch one episode showing families of each type and lead a class discussion on how the family structure affects the relationships of the family members.

Divide students into groups, one for each basic family structure. Ask each group to devise a creative way to depict their family structure and present to the class. Students may develop a skit, draw a mural, make a collage, design a bulletin board, or write a story or a poem.[B]

Have students find an article in current newspapers or magazines about an alternate family life style such as communal, single parent with adopted children, or other family structure not common in your community. Allow time for sharing of information about alternative family structures. KEY QUESTIONS: What are advantages and disadvantages of the life style? Why is the life style uncommon in your community? Why do some families practice an uncommon life style? What values are reflected in the life styles discussed? Would these family structures be acceptable in your community? Why? Why not?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Present information about the incidence and problems faced by single parents in our society. KEY QUESTIONS: What percentage of families in our country are single parent families? What problems are faced by many single parent families? What are some advantages of being a part of a single parent family?

Lead a class discussion on ways families have changed through the years. CRITICAL QUESTIONS: Do we have more single parents than ever before? Why or why not? How has the family structure changed? Is this change positive or negative? If negative, what can be done to reverse the trend?

G. Family strength and well-being
   1. Importance of effective family commitment

Present a brief review of basic concepts of communication. Include definition of verbal and non-verbal communication, the communication process, effective listening skills, and the use of I-messages. Give examples of each concept as it operates in family communication.

Show students a videotaped segment of a family television program or film showing family interaction. Analyze the communication processes at work.[C]

Refer to Teaching Aid 10, Tips for Good Communication. KEY QUESTIONS: Why could each suggestion contribute to good family communication? What might happen if each suggestion was ignored?

Ask students to read a popular book or article that discusses the importance of good communication in marriage and families. Assign a book report and ask each student to illustrate the main points on a poster or drawing. Display illustrations. Evaluate summaries on the basis of effective written communication skills and content.[B] [C]

Divide students into small groups and ask each group to develop and present skits showing examples of effective communication, poor communication, and no communication in the family setting. Students may use television programs, books, magazines, movies or real life situations as references. Analyze skits pointing out actions positively or negatively affecting communication. Examples include listening, loss of temper, leaving the room, and paying attention to both verbal and non-verbal behaviors.

As a Student Occupational Activity, ask students to individually analyze communication within their families. Each student should keep a journal for several days recording conversations and

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

actions among family members. At the end of the recording period, have each student review what they have written to determine if family interactions include effective communication patterns. Students should look for examples of verbal and nonverbal communication, listening skills, and use of I-messages. Student should also look for examples of communication at different levels including making small talk, telling facts, expressing ideas, sharing feelings, and being completely honest. Ask students to write a short summary of ways the family communicates effectively and suggestions for improving family communication patterns.[B]

2. Managing family stress
    a. Sources and effects of stress
    b. Management techniques
    c. Resources to use

Lead the class in a discussion to develop a definition of *stress* that includes the idea that stress can be both helpful and harmful . Give examples of ways stress can be helpful such as the student athlete who feels stress and consequently concentrates on performing at a high level. Discuss emotions caused by stress including helpful emotions such as love and happiness and emotions which are harmful such as fear, anger, and frustration. Have students give personal examples of stress they have felt in their lives during the last day or week.

Write the words "family stress" vertically on the chalkboard or on a transparency. Ask students to write sources of family stress beginning with each letter in the words. Example:

F	Family vacation
A	Another baby in the family
M	Marriage
I	Injury
L	Low grades in school
Y	Yesterday's bills

S	Spouse arguments
T	Time schedule changes
R	Retirement
E	Economic shifts
S	Serious illness
S	Stereotypical roles

Using Teaching Aid 16, Sources of Individual and Family Stress, lead a class discussion on additional sources of stress for the family. Discuss the fact that some situations may be stressful for one family and not stressful for another. For example, one family might consider temporary unemployment highly stressful while another family who has experienced unemployment often might look at it as a challenge to use their resources as wisely as possible. One family might be stressed by a job location change

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[B] = Basic Skill Reinforcement

that required them to move to a new city, while another family might consider it a chance to learn about another part of the country.

Tape and have students watch a family television program that focuses on a common area of stress for families. KEY QUESTIONS: What stress was felt by the family members? What caused the stressful situation? How did the family deal with stress? What are some other alternatives they could have tried?

Conduct a class discussion on stress management techniques. Include the following:

- Be aware of individual family member strengths and weaknesses.
- Promote development of a variety of interests, hobbies, and recreational activities.
- Use outside support systems including extended family members, friends, and community resources.
- Reframe a negative situation into a positive.
- Role play situations that may be sources of worry to individual family members , especially children.
- Put your feelings, worries, and doubts into writing and share with your family and friends.
- Work to create more relaxing home environments.
- Engage in regular physical exercise.[C]

Divide students into small groups. Have groups select a source of family stress and one or more management techniques. Have groups role play how the family can deal with stress effectively.[C]

Have students interview several persons to determine family stress sources and management techniques. Share students' findings in class. KEY QUESTIONS: What patterns of stress sources and solutions were found? What were unique findings?[B] [C]

Invite a community resource person to discuss family stress management. Stress sources identified by students may include chemical abuse by family members, terminal illness, family violence, and other problems common in your community. Guide students in preparing questions to ask the resource person. Examples: What are techniques for individual use in stress management? What are sources of stress that work in a positive manner for you? What are group techniques? What resources for stress management are available for community families?

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Have each student write a paper identifying one source of stress that they currently feel. The paper should identify the causes of the stress, effects upon the individual and the family, and techniques the student and the family might use to creatively and effectively deal with the stressful situation. Evaluate the students' papers on the basis of effective written communication skills and content.[B] [C]

3. Family crises

Present information about typical stages most families go through in coping with crises: 1) disbelief, 2) disorganization, 3) resolution. Point out what happens at each stage.

Have students read and discuss a case situation about a family experiencing a crisis which is typical of the family situations in your community. Point out steps the family took to deal with the crisis. KEY QUESTIONS: How did the family members show disbelief? What evidence of family disorganization was noted? At what point did the family start to work together to solve the problem? What positive actions did they take? What resources did they use?[B]

Develop a class list of crises facing contemporary families. The following might be identified: divorce, women working, one-parent families, technological change, alcoholism, unemployment, depressed economy, violence and abuse, family breakup, teens in trouble, family relocation, adolescent pregnancy, chemical dependency, mental disorders, missing children, and aging family members. NOTE TO THE TEACHER: It will be important that this section dealing with types of family crisis focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed.

Have the students write a fictional story about a family experiencing one crisis identified. The story should include the cause of the crisis, persons involved, resources the family has and can use to solve the problem, and changes that individual members will need to make in order to deal with the problem. Evaluate stories for content and demonstration of effective written communication.[B]

Present information about the problem of adolescent suicide. The information should include facts about your community such as what the rate of adolescent suicide is in the community and resources available to deal with the problem. Allow students an opportunity to write questions and place in a question box to be answered in class.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Invite a panel of persons including a parent, teen, human service professional, minister, police representative, and others who have dealt with suicidal teens to discuss the problem in your community. Guide students in preparing questions for the panel such as: What are common problems which often result in suicidal tendencies? What are warning signs of suicidal tendencies? How can friends and family members help someone showing suicidal tendencies? To what extent can an individual's threat or danger of suicide be reversed? What community resources are available for teens and families who face the problem?

Select other crises faced by families in your community and present information about the problem and resources for families to use in dealing with the problem. Using Teaching Aid 17, Handling Family Problems and Crises, have students working in small groups consider one or more family crises and strategies families might use to deal with problems.

Have students organize a class project to develop a directory of community resources for families in crisis. Have students working in groups collect information from community agencies that work with families in crises. Collect information including the name, address, and phone number of each resource, and the name of contact person, services offered, and cost, if any.[B] [C]

H. Family rights and responsibilities
    1. Role of family in society

Using Teaching Aid 18, Impact of Society on the Family, present basic information about ways society affects the family as a unit. KEY QUESTIONS: What are examples of ways each segment of society affects their family—for example, social services available in the community and used by families? What contribution does the community make to the family? What contribution does the family make to the community?

Ask students to develop a comprehensive list of the services available for use by families in your community. Divide students into groups. Have groups do research on the services available, eligibility requirements, cost, etc. Using Teaching Aid 19, Community Resources Survey Form, have each group of students make telephone calls and/or visits to agencies to get information about services offered. As a class project or project for FHA/HERO, have students collect information and print a community resource directory that can be made available to families of students.[B] [C]

Invite family members involved in community activities and leadership positions to discuss their involvement in the

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

community. KEY QUESTIONS: How does your involvement in community activities contribute to the improvement of the community as a good environment for families? How does your involvement in community activities contribute directly to your family?

As a Student Occupational Activity, have students select one community activity to attend. Ask each student to write a report on the activity and how it contributes to family life in the community. Evaluate students' reports on the basis of content and effective written communication skills.[B] [C]

Collect and display newspaper and magazine articles illustrating ways families affect the community. Include examples of both individual and family acts that have positive and negative effects upon the community. Title the display, "Families in Community—The Difference They Make."

Invite the mayor or the leader of a community organization to speak on ways to get involved in your community. Ask the resource person to specifically address how adolescents can contribute to the life of a community. Ask the resource person to point out the community benefits and resources that would not be available without the contribution of a community leader or organization.[C]

As a class or FHA/HERO activity, arrange for students to shadow community leaders for a day to become familiar with the role of civic leaders and the qualities and skills needed by community leaders. Ask students to share their experiences and discuss how their families can help develop qualities in family members allowing them to be a useful member of the community and society.[C]

2. Basic tasks of families

Assign a reading on basic tasks of families including information about the following: providing physical care, supporting cognitive development of children, providing emotional development for family members, and socialization of family members into society. Using Teaching Aid 15, Basic Tasks of Families, summarize and give examples of ways families support the development of individual family members. Lead a class discussion on the consequences for individual family members when the family does not provide for care of its members.[B]

Ask students to complete the following statement: "Good physical care is important because...." Develop a class list of reasons why

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

adequate physical care is important to the normal development of individual family members.[C]

Instruct students to make a list of family resources which can be used to meet the family's physical needs of food, clothing, shelter, and health care. Make sure lists include skills, time, energy, and equipment as well as money.

Conduct a class discussion on the physical care needs of children at different ages—0-5, 6-10, 11-14, and 15-18. Discuss the different demands upon families to provide for physical care at each stage of development.

Ask students to bring newspaper and magazine articles that describe how families can use goods they produce to meet physical needs of family members. KEY QUESTIONS: What feelings of satisfaction and security would this foster? How can human resources take the place of financial resources? How can this lead to financial income?[B]

Invite members of families who produce goods providing for family needs to demonstrate their skills and discuss reasons they choose to produce rather than purchase goods. Also discuss the effects upon the family members participating in the production of goods consumed by the family.

Use resource materials in leading the class to define *cognitive development*. Point out examples of ways parents and siblings foster cognitive development among infants and children. Lead a class discussion on the role of the family in the cognitive development of family members. Present examples of individuals of high intellectual achievement who have attributed their success to their family environment. Lead a class discussion on ways people attain and use knowledge within the family. KEY QUESTIONS: How do families provide opportunities for learning? How do families reinforce the cognitive development of their members?

Have students bring one item from home that illustrates how cognitive development can be stimulated in the home. KEY QUESTIONS: How do parents' attitudes toward books, reading, toys, school, music, art, and the role of children in the family affect the cognitive development of children? How do families support the cognitive development of adult members as well? What are some free or inexpensive resources in the community that can aid in the cognitive development of family members?

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

Lead the class in creating a list of games, toys, and other items that can be used to promote cognitive development. Include toys that are homemade and games that are inexpensive. Include activities that encourage cognitive development in a variety of ways and for different ages. Using the students' ideas, develop an exhibit of ways the family can encourage cognitive development of its members.

Have the students read references to gain an understanding of mental health. Define *healthy emotional development* using Teaching Aid 20, Characteristics of an Emotionally Healthy Person.[B]

Assign a basic reading, or view a film, filmstrip, or video on emotional development.

Divide students into small groups. Place the following words in a box and ask students in small groups to role play ways families can demonstrate provision of each in the emotional development of children and adults in the family setting: love, acceptance, reinforcement, acceptance of failure, acceptance of success, loyalty. KEY QUESTIONS: How was each behavior demonstrated? What effects would it have on children? adults? How does the behavior relate to healthy emotional development?

Have students observe children in a child care or other educational setting to observe the emotions displayed. In an observation report, have students identify emotions expressed and ways adults and other children showed support or lack of support in helping the individual child express emotions in a healthy manner. Develop a class list of guidelines for helping children develop stable emotions. Evaluate reports for content and effective communication skills.[B] [C]

Show several short scenes taped from television family sitcoms that illustrate the role of family in socialization of family members. KEY QUESTIONS: What is the difference between socialization and socializing? How did families in the scenes help individual family members learn to socialize? How does socialization of family members contribute to order in our society? What are consequences to society when families do not prepare family members to accept the mores of the community and society? What are the effects upon the family when family members do not accept the social norms expected of contributing members of society?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Ask students to share examples of activities where the family interacts and socializes with extended family members. Examples might include family reunions, Independence Day, birthdays, weddings, funerals, and graduations. Have the students describe the most memorable family gatherings they have had. Lead a class discussion on why the event was special. How did it contribute to the socialization and emotional development of the family members?

Lead the class in brainstorming examples of routine family activities which allow an opportunity to foster socialization of its members. What would be the likely impact of these socialization lessons not being taught? Break into groups to role play situations illustrating socialization through family interaction.

I. Effects of career choice on family
    1. Interaction of work and family

Encourage students to brainstorm and identify ways a family is affected by the careers of its members. KEY QUESTIONS: What careers do your family members hold? How do the careers your parents have affect your family's life style? relationships? your lifestyle? What careers tend to contribute to family cohesiveness? Why? What careers may contribute to family dismemberment or disruption? Why? What are some ways the careers of family members affect the family, such as time demands, time schedules, level of job stress and pressure associated with career? Why do these things have these effects? What can families do to minimize the negative effects? What can families do to foster the positive aspects of a family member's job and its effects on the family?

Give students an opportunity to examine feelings about dual roles of homemaker and wage earner/employee. Have students brainstorm positive and negative reactions to the following statements:

* Family stability is seriously threatened when the wife/mother works outside the home.
* When the woman makes more money or has a higher position at work than the man, marriage is threatened.
* Men should work outside the home rather than stay at home to take care of children while the woman works.

KEY QUESTIONS: Under what conditions is family stability threatened when both spouses work outside the home? What pressures are faced by families with both spouses working? If the female is paid more than the male, should the marriage be affected? Why? Why not? How does society affect attitudes held regarding women in power positions in the work world? Can males be good house husbands? Why? Why not? What are the effects upon children when both parents work? when father stays at home while mother works outside the home?[C]

[C] = Common Essential Element

Develop a questionnaire to identify the effects of employment on family life and the effects of family life on employment. Have students poll a variety of families in the community. Tally the results and conduct a class discussion.[B] [C]

Invite a personnel director or family counselor to discuss the relationship of success in marriage to success in a career. Ask the resource person to discuss attitudes that affect careers of dual career families, the costs and benefits of a dual and single earner family, and considerations of relocation and its effects in the careers of both husband and wife.[C]

Using Teaching Aid 21, Myths About Women, lead a class discussion on myths, and give examples of ways myths held affect women in society. Have students think of examples of myths at work in their lives and effects of the assumptions about the role of women in the home and at work. Have the class develop a list of myths about men.[C]

2. Coping with dual family and career roles

Conduct a brainstorming session with students listing as many reasons as possible for both husband and wife to share parenting responsibilities. Reasons may include need for bonding of child with both parents, importance of involvement of father in physical care of child, relieving career pressures for both mother and father, satisfaction of involvement for both parents, and promotion of strong parent-child relationships between both parents and child.

Invite parents who practice equal role sharing to discuss their family activities and routines with the class. Guide students in preparing questions for the guests.[C]

Hold a debate on the following topic: "Household Responsibilities Should be Shared Equally Between Husband and Wife." Have each debate group elect a team captain to be in charge of the group. Before beginning, draw up rules and review the procedure to be followed. Designate the first round as a practice round and guide students through the procedure giving pointers on how to defend a subject. Take a class vote to determine which group presented the most convincing argument. Evaluate the debate on content and the student's ability to communicate effectively through oral debate.[C]

Develop a list of ways dual career/wage earner parents can cope with increased stress and strains associated with the life style. Include the following strategies: scheduling, prioritizing role responsibilities, utilizing outside support systems, interaction with other dual career families, compromising, and adjusting priorities.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

KEY QUESTIONS: What management techniques could a single parent use in his/her multiple roles of wage earner and homemaker? Could family members use when both spouses have multiple roles as homemakers/wage earners? Does equal role sharing work? Why? Why not? What are the advantages and disadvantages on children involved? How is equal role sharing viewed in your community?[C]

Using Teaching Aid 22, Considerations of Families Sharing Childrearing Responsibilities, survey several two-parent families or parents sharing childrearing tasks to determine considerations. Lead a class discussion on findings and suggest ways to reduce any difficulties.[B] [C]

Have students develop case studies of dual career families. The case studies should include different situations regarding work and family roles. Read the case studies and identify concerns, and frustrations as well as strengthening aspects related to integration of family and work roles. Develop a list of advantages and disadvantages of dual career families. Evaluate students' case studies on the basis of content and effective communication skills.[B] [C]

Invite a member of the business community who is known for providing strong support services for employee families. Ask the speaker to discuss ways business can support strengthening families through providing services and policies that consider family needs. Ask the resource person to identify business practices which have commonly interfered with employees' family life.

Assign a reading on employee oriented support systems that are supportive of working parents. Information should include flexible work times, job sharing, compressed work weeks, employee benefits, child-care services, parental leaves, and limited transfers. Lead a class discussion on how these support systems can contribute to the maintenance of family stability. Give examples of businesses in the community that provide some of these support services for employees.[B] [C]

Have students complete a reading such as "Value of Household Tasks," p. 15, *Home and Career*, Curriculum Guide, Home Economics Curriculum Center, Texas Tech University, Lubbock, TX. Complete crossword activity and have students compute the value of household tasks completed by a homemaker that they know using information given in the reading.[B]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

Review the amount of time men and women spend on household tasks based on information from the Department of Labor's Bureau of Labor Statistics. KEY QUESTIONS: What is a fair division of household tasks when both husband and wife are employed full-time outside the home? Should homemakers be given compensation for tasks completed in the home? Why? Why not?[B]

In a class discussion, devise ways families can divide household tasks equitably among members. Some strategies to include:

- * Have weekly family meetings to assign tasks for the upcoming week. Rotate tasks weekly among family members.
- * Allow family members to do tasks they particularly enjoy doing.
- * Keep a record of tasks to be done by whom on the family chalkboard or bulletin board.
- * Let family members draw for household tasks each week.
- * Allow each family member the opportunity to practice self-care tasks considering age and skills of each.
- * Devise tasks that young children can assume giving them opportunities to contribute as much as possible.

3. Balancing work and family

Divide students into small groups and ask each group to write a story about a couple in one of the following situations: the wife wants to work to build a career, the husband is a full-time employee while the wife is a full-time homemaker or student, the wife is a full-time employee while the husband is a full-time homemaker or student. Conduct a class discussion on reasons each situation might be the best choice for a particular couple. KEY QUESTIONS: What factors should a person consider when choosing a career? What effect would each situation have on the family's life style?[B] [C]

Assign a reading or present a short lecture on basic strategies that families can use to balance work and family in ways that strengthen the family rather than weaken the family stability. Include the following: managing time, using scheduling, establishing communication patterns that facilitate balance of work and family activities, working to spend quality time with family members, prioritizing activities, changing standards, delegating responsibility, and developing support systems among friends and extended family. Have students prepare a summary listing a description of each strategy and how it could contribute to family stability.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Using activities on pp. 25-31 *Home and Career*, Curriculum Guide, Home Economics Curriculum Center, Texas Tech University, Lubbock, TX, present information and demonstrate ways to save time when doing household tasks. Time saving strategies could include: grouping tasks, organizing cleaning equipment and supplies, use of efficient household products, purchasing products that require little care, scheduling one major task weekly, scheduling shopping trips weekly, delegating responsibilities, and accepting lower standards.[C]

As a Student Occupational Activity, have students apply home management strategies, such as those listed in the above activity, to their household chores for one week. Have students report on their activity, its success, and the methods they employed. Lead a class discussion on how similar demands on time apply to students as well as employees. Explain how managing the role of student while managing a home has similarities to the time demands of persons with dual roles of homemaker and wage earner.[C]

Show students a film or video on the effects of stress on the family and ways to alleviate common sources of stress. KEY QUESTIONS: What are common symptoms of stress among family members? What are some simple strategies for reducing stress among adults and children?[C]

Demonstrate and involve students in physical exercises that can help reduce stress. Include controlled breathing, relaxing the muscles in the body, relaxing facial muscles, and relaxing nervous hands and feet.[C]

Have students compute stress scores using scales that estimate stress levels for certain life events. See p. 50 *Home and Career*, Curriculum Guide, Home Economics Curriculum Center, Texas Tech University, Lubbock, TX. Follow-up by asking students to write a short paper on "Sources of Stress in My Life and Ways I Plan to Reduce My Stress Level." Evaluate students' papers on the basis of content and effective communication skills.[B] [C]

As a Student Occupational Activity, have students devise a permanent work schedule that includes work, school, and family responsibilities. Ask students to follow the schedule for a week and evaluate and revise the schedule for the future.

Invite a resource person to present a demonstration to the class on meals for busy families. Suggestions should include emphasis on

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

planning nutritious meals and snacks for busy families, selection of menus and foods that require little time to prepare, and selection of nutritious restaurant or take-out foods.

Divide students into small groups. Have groups plan menus for families in which both parents work outside the home. Analyze meals for nutritive content and cost and time needed for preparation. Allow each group to prepare one menu of their choice.[B] [C]

Lead students to brainstorm the decisions working parents face in finding suitable child care. Present information through readings or film/video on factors to consider when selecting appropriate child care. Include information on basic categories of child care—proprietary child-care centers, nonprofit child-care centers, family day homes, non-licensed family day care, in-home care, and care by family members outside the home.[B] [C]

Ask students to develop criteria for evaluating day-care arrangements including what to look for in a caregiver, setting, educational/play opportunities, safety, health, and nutrition. Use criteria to develop a checklist for use in evaluating child-care facilities. Ask students to visit one child-care facility and rate the setting using the checklist and criteria developed. Share findings in class.[B] [C]

Present Teaching Aid 23, Case Study on Evaluating Child-Care Facilities. KEY QUESTIONS: What should the parents consider before choosing child care for their son? daughter? What type of child care would best fit the needs of the parents? the children?[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT II

COMPETENCY: (b.2) *Concepts and skills related to child development.*

SUB-COMPETENCIES:

(A) *Describe the basic needs of children.*

(B) *Describe the responsibilities of the caregiver in meeting developmental needs of children.*

(C) *Explain various methods of management and guidance.*

(D) *Summarize forms of child abuse, their causes, and methods of control.*

CONCEPTS

II. Child development
   A. Understanding and meeting basic needs of young children
      1. Basic needs

LEARNING AND EVALUATION EXPERIENCES

Assign readings or view films or videotapes about basic needs of children. Information should include physiological needs, love, security, acceptance, trust, self-esteem, limits, and freedom. Conduct a discussion listing basic needs of children. KEY QUESTION: What are other provisions that may be common or important for children but are not basic needs?[B] [C]

Have students illustrate basic needs of children by preparing mobiles, collages, or posters. Share illustrations and discuss ways families meet basic needs of members.[C]

Write basic needs on index cards. Have small groups of students draw a card and role play ways families provide for the basic need shown on the card drawn. In a follow-up discussion, summarize ways to meet needs.

Using Maslow's pyramid of basic needs, conduct a discussion on ways families provide for children's needs at various levels. Give examples of providing for needs of children of varying ages.[C]

Have students bring to class newspaper and magazine articles describing how families do or do not meet basic needs of children and effects upon individuals and families. Students might select articles about families who adopt children who have suffered deprivation or accounts of families who cannot provide for basic food, shelter, and clothing for its members. Discuss the importance of the family unit in providing for basic needs of its members. KEY QUESTIONS: Why are psychological and

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

guidance needs which are not met sometimes less obvious than unmet physiological needs? At various ages, what signs would point to unmet needs in those areas?[B] [C]

2. Establishing routines for children

Ask students to respond to the following statements: "Routines give the child a sense of security," and "Routines become lifelong habits." Ask students to identify ways childhood routines affect their present and future behaviors.

Assign readings from books, pamphlets, or magazines on important health habits for young children including toilet training, bathing, eating, sleeping, dressing, grooming, tooth care, and exercise. KEY QUESTIONS: Why are these habits important for children? adolescents? adults? Why is it important to establish good health habits as a young child?[B] [C]

Have students interview parents of a young child of a specific age. Students should find out what routines are practiced by children of different ages. KEY QUESTIONS: What routines are common for the infant, one-year-old, two-year-old, three-year-old, five-year-old, eight-year-old? What is the schedule of the child? What does the parent expect child caregivers to do in encouraging the child to practice healthy routines?[B] [C]

Present information about self-help routines expected of children of varying ages from infancy to beginning school-age children. Demonstrate clothing, equipment, utensils, etc. that assist young children to be independent. Examples that could be included are: alarm clock, step stool, low clothes rods, hooks, light switches, shelves, storage spaces, cups that don't tip, suction cup plates, child-size utensils and furniture, potty chair, slip-on or easy fastening shoes, front closures on clothing, elastic waistbands, and large buttons. Prepare a display of articles.

3. Meeting nutritional needs of children

Using Teaching Aid 24, Nutritional Needs of Infants and Preschool Children, present information about the nutritional needs of children. Point out differences in needs of infants, young children, and adults.

Have students review the Daily Food Guide from the United States Department of Agriculture (USDA) to note nutritional needs of infants and children. Explain how changes are related to the growth of the child.

Using simulated foods, have students plan and display appropriate foods for one day for infants and young children.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Using menus from popular family magazines and nutrition resources, have students analyze to determine if the menu satisfies nutritional needs of young children. Share analyses and make suggestions for improvements.[B] [C]

Assign a reading from references or show a film/filmstrip discussing factors involved in planning meals for children. Discuss the importance of the following: nutritional value, color, texture, size of portions, atmosphere, form in which food is served, seasonings, and introduction of new foods. Ask students to suggest changes to make a meal of broiled chicken, mashed potatoes, gravy, cauliflower, vanilla pudding, and milk more appealing to a three-year-old. Suggestions should include how to improve colors, textures, and shapes.[B]

Prepare a display of junk foods that should be avoided for young children. Label each with the nutrient and calorie content. Food items, pictures, or sketches may be used.

As a Student Occupational Activity, have students plan, prepare, and present a meal or snack for a child of a specific age. Evaluate project according to standards for nutrition, aesthetics, time, and ease of preparation.

Have students bring to class a sack lunch, breakfast, or dinner suitable for a child. Students should present the meal to the rest of the class and tell why it is nutritional and why this meal will appeal to a child. After students have shared, everyone may eat the meal. Special lunch boxes or containers may be used. Give guidelines to be followed.

Select a group of preschool children in a child-care facility or kindergarten, and have students plan and prepare foods appropriate for the childrens' ages. Allow representatives of the class or FHA/HERO chapter to deliver and serve the foods prepared. Share the reactions of the children with the entire class.[C]

Invite a dietitian or cafeteria director to discuss the relationship of eating habits to physical health problems and emotional traumas suffered by children. Also ask the speaker to discuss the problems which may result from adults enforcing the clean plate rule, rewarding children with desserts, and constant instructions to children about behaviors at mealtime. Ask the speaker to also address effective strategies to use in introducing new foods to children.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

4. Assuring health and safety of children

Have students read current periodicals or view a film about childhood accidents. KEY QUESTIONS: What are the leading causes of death among young children? What are common types of childhood accidents? What steps can be taken to prevent each type? How can young children be protected in situations involving a stairway with no gate, plastic bags, electrical outlets, aspirins and other medications, kitchen safety, poisonous plants, and household cleaning supplies?[B] [C]

Develop an exhibit showing hazards in homes with young children. Include items such as matches, scissors, knives, electrical outlets, frayed electrical cords, razor blades, poisons, and medicines. Use a stylized picture of a dangerous looking person and title the bulletin board, "Menaces in the Home."[C]

Guide students in developing a rating scale or criticizing a prepared scale to evaluate the home for safety practices. Have students use the scale to rate their home environment for safety for young children.[B] [C]

Arrange a hazard hunt in the home economics department. Instruct students to find hazardous conditions that would endanger young children. Students should make suggestions to correct each hazard. Common hazards may be planted including open medicine bottles, toxic fluids in open containers, plastic bags, knives, sewing equipment, and sharp corners on furniture.[C]

Invite a resource person to speak to the class on toy safety. Ask the speaker to bring examples of toys that are unsafe for young children. Have students develop questions to be addressed by the speaker. Have students summarize the presentation by preparing a list of guidelines for selection of safe children's toys.[C]

Invite the school nurse or pediatrician to discuss the routine health care needed for infants and children. Request that community resources for no-cost or low-cost health care and general eligibility requirements be pointed out.[C]

Instruct students develop a chart showing the routine health care needed by children with the appropriate ages designated.[B] [C]

Have the school nurse discuss and demonstrate first aid practices useful when caring for children. Give students an opportunity to practice first aid techniques used in common emergencies including cuts, burns, poisoning, broken bones, interruption of breathing, and choking.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Develop short descriptions of emergencies that commonly occur when students are caring for young children. Divide the students into small groups. Have the groups develop and demonstrate procedures to follow in each case.[B] [C]

As a Student Occupational Activity, have students present information on the importance and legal implications of using safety restraints for children in cars. Display different types of child car seats, and point out features important in the selection and use of child safety car seats. KEY QUESTION: How can car seats be obtained for low or no-cost through community resources?[C]

As an FHA/HERO or class project develop a list of suggested procedures to assure child safety in the home environment. Include information about use of poison control center, emergency aid numbers, and common household hazards. Make list available to families through a child-care facility or other agency serving families with young children.[B] [C]

Using Teaching Aid 25, Ways to Help Children Become Emotionally Healthy, discuss and give examples of ways parents and caregivers can show love and affection to children. Behaviors to encourage should include explaining, touching, hugging, listening, being honest, being open, being together, trusting, setting limits, respecting, fostering independence, not judging, encouraging, returning feelings, supporting, empathizing, teaching, and working together.

Assign a reading or present a short lecture on meeting emotional needs of children. Include information about basic interaction needs, ways to show affection, developing feelings of belonging, and ways to promote self-esteem in children. KEY QUESTIONS: What are some family situations which could hamper the meeting of children's emotional needs? What are some methods for overcoming these interferences?[B] [C]

Have students read stories or books about children who have been emotionally deprived. Lead a class discussion on the signs of emotional deprivation, behaviors of emotionally disturbed children, and parenting behaviors that contribute to emotional deprivation of children.[B] [C]

Divide students into small groups. Have each group of students role play situations in which family members display behaviors

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

supportive of emotional development of young children. Situations to dramatize might include the following:

1) Being honest about a difficult issue
2) Allowing children to practice self-help
3) Empathizing with a child who is sad
4) Listening effectively, setting limits
5) Encouraging a child to try something new[C]

B. Responsibilities of caregivers in meeting developmental needs of children

Create a bulletin board showing infants and children at various ages with the title, "Development is Growing in Many Ways and at Different Rates."

1. Patterns of development

Conduct a brainstorming session allowing students to state meaning of development. Using Teaching Aids 26-29, lead a class discussion on areas of human development including emotional, cognitive, physical, and social.[B]

After students have studied a reference on child development growth, lead a discussion on the meaning of patterns of development and the difference between sequence of development and rate of development. Conduct a discussion of the importance of not expecting children to develop at the same rate. Note that expectations for growth differ for males and females and among cultures.[B]

Use Teaching Aid 30, Principles of Human Development, to present the principles of development—proximodistal and cephalocaudal. Give examples of the principles by showing the normal development of the infant during the first year. Emphasize that even though each child follows a predictable pattern, each has individual timing. Conclusions to draw should include:

1) Most children develop in similar sequences.
2) Infants gain control of large movements before gaining control of small movements.
3) Development is continuous.
4) Development progresses from general to specific in concept.
5) Mental, social, emotional, and physical development proceed at different rates.
6) Areas of development are interrelated.[B]

Develop a list of growth expectations for newborns, infants, toddlers, preschoolers, and school-aged children. Have students match growth expectations with correct age group. The list should include the following: play peek-a-boo, play with other children, sit alone, grasp toys, notice a bright light, identify strangers, write

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name, play beside other children, ride a two-wheel bike, ride a tricycle, climb stairs, show awareness of self, tie shoelaces, turn over in crib, walk, run, jump, crawl, dress self, hit a ball, respond to human voice, drink from a cup, cross street alone, hold a crayon or pencil, sing songs, make babbling noises, button clothing. Place growth characteristics in a box. Let each student draw one or more characteristics and match with correct age group.

Provide a laboratory experience allowing students to observe young children of similar ages to note differences in development achieved. Discuss observations with the class and relate to areas of development studied. KEY QUESTIONS: How did children of the same age differ in their development? How were they similar? Did the growth rate of children observed follow a predictable pattern? Why? How were the basic principles of human development shown among children observed?[B] [C]

2. Types of development
   a. Social/emotional

Using Teaching Aid 31, Social Development During Childhood, cite ways children develop socially during the early years. Give examples of changes in social needs as children move through the social development stages. KEY QUESTIONS: What are some ways children develop socially as they mature from infancy to adolescent ages? What are some examples of social needs that infants have? How do infants respond? How do these social needs change as the infant becomes a preschooler? How does the child respond at this age to social interactions? How do the social needs change as the preschooler becomes a school-age child? What types of interaction are involved at this age? What are some examples of interaction at this age? What types of interaction do adolescents need? What kind of relationships do they form? How do they respond to their social interaction? Why is social development important?[B]

Assign students to read or view a film/videotape on social development of children. KEY QUESTIONS: What are the beginnings of social development? How does the infant show social development? What are differences in social responses of a newborn, six-month-old, one-year-old, and a two-year-old?[B] [C]

Present various case studies of children who have had limited opportunities to develop socially, and discuss possible effects. Include descriptions of children who have seldom spoken, children who have little contact with other children, children who live with mentally or physically handicapped siblings, children who have had an improper diet, and children who have not

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[B] = Basic Skill Reinforcement

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experienced being in groups and public places. KEY QUESTIONS: How does the lack of social interaction affect children in early ages? How does the lack of social interaction in early ages affect children as they mature? Why is social interaction important in the development of the young child? What does social interaction teach a child?[B] [C]

Divide students into groups according to their position in the family—youngest, oldest, middle, or only child. Ask each group to discuss effects of position on social development of children. Follow with a reading assignment or short lecture on the impact of family position on children and their future achievements. KEY QUESTIONS: What affect has your position in your family had on your development socially? Why? Has it affected your achievement potential? How? Have you felt like you are following in another sibling's footsteps? How? How do you feel about that? Are you proud or jealous of that other sibling? Have you been able to make other people see you for what you are instead of as someone else's sibling? How?[B] [C]

Have each student prepare a poster depicting social/emotional behaviors of children at various age levels. Divide students into two teams. Using the posters, have teams compete to identify the behaviors shown and age expectation for achievement.[B] [C]

Have students react to the following statements: "Babies can't be spoiled with attention," and "Babies should be left alone to cry sometimes to learn to be less demanding." Lead a class discussion on implications of each for social/emotional development of the child. Discuss the relationship of parenting practices including, touching, cuddling, eye contact, responding to infant needs, and enforcing rituals on the emotional and social development of the child. KEY QUESTIONS: Does attention really spoil babies? At what ages does attention seem to spoil and not spoil babies? How much attention do children of various ages need? Should crying babies be left alone? Why? At what ages would leaving a crying baby alone be more effective in teaching them to be less demanding? Why?[B] [C]

Prepare a list of social/emotional achievements of babies during the first year. Have students place achievements in common order of occurrence. Include responding to human voice, eye contact, focus on faces, sensitivity to strangers, attachment to a special toy or object, gurgling, cooing, sense of humor, object permanence, game playing, and showing anger. KEY QUESTIONS: What are some symptoms of social/emotional achievement? What happens

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that helps babies develop these achievements? Why are these achievements important in the baby's development?[B] [C]

Videotape a group of preschoolers in an unstructured play environment. Have students view the tape and identify social/emotional behaviors exhibited by the children. Conduct a class discussion on how adult behaviors shown in the situation contributed to or interfered with the healthy social/emotional development of the children. KEY QUESTIONS: What are some social/emotional behaviors shown by the preschoolers? How do the adult behaviors shown contribute to healthy social/emotional development in children? Why is healthy social/emotional development important? What behaviors might result in unhealthy development in children? Were any of these exhibited? Why would these behaviors contribute to unhealthy development?[B] [C]

b. Physical/motor development

Have students read selected references or watch a film/filmstrip to identify factors which influence growth and body development. Lead a class discussion on how physical development is affected by diet, rest, clothing, cleanliness, exercise, shelter, and the extent to which human needs are met. KEY QUESTIONS: How does diet affect physical development? rest? clothing? cleanliness? exercise? shelter? How is physical development affected by the extent to which human needs are met? Why?[B] [C]

Assign readings of references to gain an understanding of physical and motor development of children. Readings should include information about ways the body develops during infancy and early childhood. Address changes in body size and proportion, as well as the development of bones and teeth, muscle and fat, the nervous system, and the senses. KEY QUESTIONS: What is physical development? What is motor development? Why are physical and motor development important in children? Why do physicians, parents and caregivers watch for signs of development in children? How does a child's body develop physically during childhood? How does a child's body develop motor skills during childhood? What activities can children participate in which will foster physical and/or motor development? How do these activities foster development?[B] [C]

Using Teaching Aid 32, From Newborn to Toddler, lead a class discussion on the progression of large muscle development of the infant-toddler. Make conclusions about the relationship of large muscle development to principles of human development discussed earlier. KEY QUESTIONS: How does a newborn

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[B] = Basic Skill Reinforcement

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develop its large muscle skills as it matures into a toddler? Can one stage of large muscle development be totally skipped, and if it is how would it affect the total development of a child? Why can't an infant just automatically begin to crawl or walk from birth? Why does an infant need the progression of development in its large muscles?[B] [C]

Using Teaching Aids 33-37, lead a class discussion on development of motor skills of the young child. Information includes the development of posture, walking, running, jumping, skipping/hopping, bicycling, swimming, skating, and stair climbing. Information also includes description of hand skills and fine motor skills. KEY QUESTIONS: How does age and practice affect development of large and fine motor skills? What would happen if a child never developed the beginning large and fine motor skills? Would the child be able to develop the later motor skills, or would they also be never developed? Why are motor skills important?[B] [C]

Provide opportunities for students to observe children to analyze development of physical and motor skills. Students should record examples of children's movements, use of large muscles, small muscles, and skills mastered illustrating physical and motor development.[B] [C]

As a Student Occupational Activity, have students accept child care assignments or secure other opportunities to observe infants, toddlers, and other children outside of class. Have students observe and analyze the children in their development of physical and motor skills. Ask students to record examples of children's movements, use of large and small muscles, and skills mastered using physical and motor skills. When reports have been returned to the class, compare children of the same ages in terms of their physical and motor development.[B] [C]

Divide students into small groups to devise appropriate activities for children of varying ages to help them develop control of large and small muscles. Examples of activities to devise might include building structures with blocks, marching to music, doing finger plays, playing with a ball, throwing a bean bag, using crayons, pencils or paint brush, cutting with scissors and pasting, using hammer and saw, pouring from pitcher, jumping rope, buttoning garments, riding tricycle or bicycle, and others. Students should explain how the activities contribute to the physical/motor skill development of the child and ages at which the activities would be most appropriate. KEY QUESTIONS: How do these activities

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[B] = Basic Skill Reinforcement
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contribute to the physical or motor skill development of the child? What ages would these activities be most appropriate for children? Why? Why couldn't a younger or less developed child participate in these activities?[B] [C]

As a Student Occupational Activity, have students develop or use a prepared inventory of motor skills for infants and young children. Have students observe one or more children completing the inventory to evaluate the development of the children. In a written summary, students should make recommendations for additional ways to foster the physical development of children observed. Evaluate students' reports for content and effective communication skills.[B] [C]

c. Mental/cognitive development

Show a film/videotape on cognitive development in babies and young children. Films explaining Jean Piaget's theory of cognitive development and stages of mental growth provide a knowledge base to understand mental development from birth to school age. KEY QUESTIONS: What are the six stages of cognitive growth as described by Piaget? What are examples of development in each stage? How do infants demonstrate perception of concepts such as permanence, space, and time?[B] [C]

Lead a class discussion on the ongoing question about the relative importance of genetic heritage or environment in the intellectual development of the child. Arrange a debate, "Nature versus Nurture," with opposing teams. Allow the remainder of the class to form conclusions in a written short paper based on information presented in the arguments. Have each debate group elect a team captain to be in charge of the group. Before beginning, draw up rules and review the procedure to be followed. Designate the first round as a practice round and guide students through the procedure, giving pointers on how to defend a subject. Take a class vote to determine the group presenting the most convincing argument. Evaluate the debates on content and the student's ability to communicate effectively through oral debates. Evaluate the remainder of the students' written conclusions on the basis of content and effective communication skills.[B] [C]

Using Teaching Aid 38, Help Your Child Bloom, conduct a class discussion on activities appropriate for children of different ages. Give examples of ways development of cognitive abilities contributes to development in other areas as well. KEY QUESTIONS: How do learning aids help a child develop? How does teaching and enforcing communication skills help a child develop? How does the provision of children's social activities

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help a child develop? What are some examples of social activities that are structured or formal? That are informal? How can music, art, or dramatic activities help a child develop? science or math? How does reading help a child develop? What can friends, siblings, or parents do to help children develop? What types of activities in each of these areas would be beneficial for a developing infant? a developing toddler? a preschooler? a school-age child? an adolescent? Why?

Break the class into small groups to plan activities fostering the cognitive development of various ages of children. Each group should draw for the preschool age for which they will plan. After the group summarizes the general characteristics of the age group, each group member should prepare a written report of the general characteristics and describe one activity or game for three areas outlined in Teaching Aid 38, Help Your Child Bloom. Examples include math, science, drama, music, etc.[B]

Invite an early childhood teacher to speak to the class on ways parents and caregivers contribute to the intellectual development of the young child. Ask the teacher to bring examples of activities used with young children to foster intellectual development. KEY QUESTIONS: How can a person help foster intellectual development in children of various ages? What activities help foster intellectual development in infants? toddlers? pre-school children? school-age children? adolescents? How do these things foster intellectual development? How do children respond to these activities that foster development? Why?[B] [C]

Have students, in groups or individually, develop a chart showing various cognitive skills to be learned by infants, toddlers, preschoolers, and school-age children and illustrating activities that children can do to develop skills named. KEY QUESTIONS: How do these activities help children develop various cognitive skills? Why is the development of cognitive skills important? What would happen if a child did not develop cognitive skills? Why?[B]

Have students assume the role of parent or caregiver teaching children certain basic concepts. Ask students to demonstrate how they would teach a child of a given age. Examples of concepts to teach could include over, under, big, small, outside, inside, hot, cold, slow, fast, soft, hard, today, yesterday, and tomorrow.

Encourage students bring to class a toy or household object that is useful in helping children develop intellectually. Have students explain how their items could contribute to the intellectual

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development of a child. KEY QUESTIONS: What is the relationship between the cost of an item and its ability to foster a child's intellectual development? What are examples of household items and/or other available resources that could be used in place of a toy to foster cognitive development?[B]

Ask students to watch a children's television program and write a short report on activities used in the program that would contribute to the cognitive development of the child. Lead a class discussion on ways parents, older siblings, and caregivers can interact with the child to enhance learning from television. Evaluate reports on the basis of content and effective communication skills. KEY QUESTIONS: How do activities such as those shown in the program contribute to cognitive development of children? What age range does this program seem to target its messages to? How can parents, caregivers, and older siblings use the information presented in the program to foster cognitive development in young children? to interact with the child and enhance learning?[B] [C]

Explain Piaget's theory of development including proportional stage of development, conservation, irreversibility, and morality of constraint. Demonstrate ways children can be assisted in developing cognitive skills related to each concept.

Make a bulletin board illustrating the basic components of cognitive development. Components should include sensory, perceptual, memory, reasoning, attentiveness, imagination, curiosity, and creativity. Lead a class discussion on ways each contributes to mental growth. KEY QUESTION: How do each of these basic components of cognitive development contribute to mental growth in children of various ages?[B]

Divide students into groups with each group assigned a child of a specific age. Research mental development of the age of the child. Have each group determine the child's stage of cognitive development by observing tasks the child can accomplish. Students should note skills the child has and ways in which the world is perceived by the child. Share information with class summarizing observations and making conclusions about the child's stage of development. Evaluate each group's report on the basis of content and effective communication skills.[B] [C]

Review aptitude and intelligence tests given to infants and children. Explain skills, abilities, and information assessed by the tests and how the results of the tests could be used by parents and caregivers in fostering cognitive development. KEY

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QUESTIONS: Why would parents and caregivers be interested in the results of aptitude and intelligence tests given to infants and children? What effects could these tests have on the education of children? What other things could people learn from the tests?

d. Language development

Have students study references describing the development of children's language skills at different ages. Use Teaching Aid 39, Language Development, to summarize the development of language from infancy to 12 months. Lead a class discussion on the importance of language development to the overall development of the young child. KEY QUESTIONS: How does the ability to communicate contribute to social development? How does language help the child evaluate self and others? What role does language play in academic achievement? in personality?[B] [C]

Tape several examples of language of infants, toddlers, preschoolers, and school-age children. Have students analyze language skills by noting how many and what kinds of questions the child asks, types of sentences formed, phrases repeated, sounds verbalized, meanings comprehended, and vocabulary used.[B] [C]

Have each student create a set of flash cards which will help to develop language skills for toddlers. Students might develop single picture cards of familiar objects. Lead a class discussion on principles of cognitive development to be considered in the development of the cards. KEY QUESTIONS: What age range would these flash cards be most beneficial? How do flash cards help children in language and cognitive development?[B]

Demonstrate reading a story to a young child. Conduct a discussion on vocabulary and language skills fostered through reading to children. Emphasize the importance of stopping during the story to ask questions about pictures or what is happening in the story. Also, lead a class discussion on the importance of allowing the child to comment during the story. Ask for a student volunteer to read another story for the class including both good and bad techniques. Have the class list examples of good and bad techniques. CRITICAL QUESTIONS: Why is reading stories to young children important if they are unable to read themselves? How do early reading experiences provided by caregivers or parents foster language development and future reading skills? If a child is seldom read to, how does this affect the child's language and cognitive development?

[B] = Basic Skill Reinforcement

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Child management and guidance 1. Strategies that encourage growth	Ask students to relate instances of adults providing guidance for young children that they have observed in public places. KEY QUESTIONS: Why was the child behaving in an unacceptable manner? What were the results of actions taken to guide or direct child behaviors? What other forms of guidance could have been used?
a. Direct/indirect methods	Assign a basic reading on child guidance and management, or show a film showing guidance strategies that encourage growth. Develop a definition of *direct guidance* and *indirect guidance* strategies. Use Teaching Aid 40, Direct Methods of Guidance and Indirect Methods of Guidance, to contrast direct and indirect guidance.[B] Divide students into small groups. Have each group write and present a skit illustrating one direct method of guidance and one indirect method. Situations to dramatize could include a toddler crying when he does not get what he wants, a preschooler refusing to eat, a toddler postponing bedtime, a school-age child who always wants to be first, and two preschoolers who do not want to share a toy. Have the class point out the direct and indirect strategy in each skit. KEY QUESTION: What strategy of guidance was used?[B]
b. Positive and negative feedback	Present a list of negative guidance statements to the class. Instruct the students to reword each statement into a positive one. Statements could include the following: "Don't run in the grocery store." "Stop teasing your sister." "Don't play in the front yard." "Don't spill your drink." "Don't mess up your bedroom." "Stop chasing the dog." "Don't bother me while I am working." "Don't splash water out of the bathtub." "Don't put your feet on the sofa." KEY QUESTIONS: Which type of statement, positive or negative, most clearly communicates how you want the child to behave? Why? Lead a discussion on the relationship of toddlers seeking independence and negative responses typical of that age. Give examples of the strategies adults can use to guide the behavior of toddlers. List rules to follow when giving guidance to toddlers.[C]
c. Discipline methods	Ask students to define *discipline.* Compare students' definition of discipline with a definition of guidance. Lead a class discussion about the following statement: "Discipline is necessary for a person to become happy and well-adjusted." KEY QUESTIONS: Why is discipline necessary for a person to become happy and

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[B] = Basic Skill Reinforcement
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well-adjusted? What results when a child receives no discipline? Is discipline a direct form of guidance? How is discipline a positive guidance technique?

Have students observe the discipline methods used by caregivers in educational or child care situations. Students should record the strategies used to direct children's behavior and describe the results. Have students share their observations, and lead a class discussion on types of direct and indirect guidance observed. Identify examples of physical management and effective management and times when each type of child guidance is appropriate.[C]

Instruct students to interview parents of young children. Students should ask parents to identify concerns about children's behaviors and strategies they use to direct behaviors. Students may record interviews using a tape recorder, and analyze responses comparing parents' concern. Lead the class in making conclusions about problem behaviors mentioned by parents and strategies used most often to direct children's behaviors.[B] [C]

Invite a teacher or caregiver of young children to class. Ask the speaker to discuss the problem behaviors that are common among the children and to discuss the policies, procedures, and strategies that are used by the staff when handling different types of behavior.[C]

Present Teaching Aid 41, Case Studies On Guiding Children's Behavior. KEY QUESTIONS: What guidance techniques should be used? What results would be expected? What are some examples of positive feedback to use in dealing with each situation? Would effective or physical guidance be most appropriate? Assuming that the child in each situation is a different age, why is it important to choose guidance techniques appropriate for the age of the child? How would that affect the strategy used? How do indirect techniques help reduce misbehavior among children?[C]

Using the case studies in the previous activity, have students suggest discipline and punishment methods that some adults might use in the situations. Ask students to distinguish between discipline as a positive technique and punishment methods that might be used to correct behaviors. KEY QUESTIONS: How does the focus differ for discipline and for punishment? How does discipline change the situation when compared to the use of punishment ?

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Create a bulletin board which illustrates different ways behavior can be motivated. Include examples of direct and indirect guidance, identification, modeling, trial and error, and incidental learning.

Using Teaching Aid 42, Logical Consequences vs. Punishment, lead a class discussion on ways discipline differs from punishment emphasizing the logical consequences of a child's actions. Ask the class for examples of logical consequences which are the result of misbehavior. Contrast how logical consequence and punishment are likely to affect future behavior. KEY QUESTIONS: What are effective alternatives to punishment? Why are these alternatives effective?

Present information about various methods of discipline. Identify characteristics of each method. Discuss differences in authoritarian, permissive, and democratic methods. KEY QUESTIONS: What characterizes each method of discipline? What factors would determine the method of discipline used by parents or caregivers? How would parents or caregivers react under each method? What would be the expected reactions of children to each method?

Have students role play situations using the different methods of discipline. Give students an opportunity to reverse roles. Analyze how parents and children feel in each role. Make conclusions about why parents use different methods of discipline in different situations. Example: In dangerous situations parents might be forced to use authoritarian methods.[C]

As a Student Occupational Activity, have students observe parental responses to children in the neighborhood, grocery store, department store, etc. KEY QUESTIONS: Into which of the three categories of discipline does the parent's approach to child control fit? What would have been a response from each of the other discipline categories? Why might parents have used the approach chosen?

Invite a panel of teachers, day-care workers, and parents to discuss the discipline and guidance of young children. Have students prepare questions for the panel ahead of time and ask additional questions about guidance and discipline during the discussion. KEY QUESTIONS: How do you promote positive, productive behaviors in children? When are discipline methods necessary to use? What do you do if a certain method is not achieving the desired behavior? What types of discipline and guidance techniques appear to be most effective? Why? What

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pointers would you give for disciplining children, including considerations in choosing the type of discipline and ways to avoid punishment?

Have each student write a short paper titled, "My Philosophy of Child Guidance and Discipline." Instruct students to include the ways they as parents or child-care workers would promote positive, productive behaviors in children. Give students an opportunity to share their reports with classmates. Evaluate students' papers on the basis of content and effective communication skills.[B] [C]

D. Child abuse
  1. Forms of child abuse

Using Teaching Aid 43, What Do You Know About Child Abuse?, have students respond to the pretest to check understanding of the concept.[B]

Assign a reading or show a film/filmstrip that gives information about the problem of child abuse in American families. The information should include definitions of types of child abuse, description of the problem among families, legal responsibilities for reporting child abuse, and community resources for families experiencing this problem. KEY QUESTIONS: What is the definition of child abuse and neglect? physical abuse and neglect? emotional abuse and neglect? sexual abuse? Is there a typical child abusing family? Is child abuse more typical among some families than others? What are signs of abuse and neglect among children? among parents or adults who abuse children? Who is responsible for reporting child abuse?[B] [C]

Using Teaching Aid 44, Signs of Abuse and Neglect, have students complete the word puzzle. Conduct a discussion relating signs of abuse and neglect to definitions of each.

After students read references containing information on child abuse, have them develop a list of terms related to child abuse. Students should also develop definitions for each term. Terms that students should understand include child abuse and neglect, physical abuse and neglect, emotional abuse and neglect, sexual abuse, battered child syndrome, battering parent syndrome, corporal punishment, and child abuse hot line.

Invite a guest speaker from the local child protective services, center for battered women/children, or representative from a community agency dealing with child and family violence. Ask the speaker to discuss the problem of child abuse in your community, resources for families to use who are experiencing problems, legal

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[B] = Basic Skill Reinforcement
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responsibilities of reporting child abuse, and specific information for students to use if they want to seek help related to child abuse in their families.[C]

Contact the local/regional office of human services to obtain pamphlets related to child abuse, laws and legal responsibilities, and resources for families' use in preventing and stopping child abuse. Have students read and discuss information in class.[B] [C]

Using Teaching Aid 45, Parents Who Abuse Their Children, develop a list of characteristics common to many abusing parents. Develop a counter list of characteristics of nurturing parents. Create a bulletin board titled, "Nurturing or Abusive Parenting Behaviors."

Obtain a blank child abuse report form from the state human services agency. Lead a class discussion on what information is needed when making a report of suspected child abuse. Stress the confidentiality of the reports and use of the information by child protective service workers.

Have students bring to class newspaper clippings and magazine articles that relate to child abuse. Share information and lead a class discussion on implications. KEY QUESTIONS: Who was the abused? abuser? Were other family members involved? What brought attention to the abusing situation? Where is the child now? What caused the abuse? Why did the child accept the abuse? What effects will the abuse have on the family and the child in the future? What community resources were used in the identification of the abuse? What resources were used by the family as a result of the abuse?[B] [C]

Present Teaching Aid 46, Case Studies On Suspected Child Abuse. Follow with small group work asking students to make recommendations for use by families and professionals working with children in each situation. KEY QUESTIONS: What type of child abuse is suspected? What are the evidences that this is happening? What characteristics of the child indicate that there is child abuse? What characteristics of the parents indicate that this may be occurring? What can the parents do to resolve the problem? What should the teacher or interested professional do to correct the situation? What are the responsibilities of the teachers involved such as reporting suspected child abuse?[C]

Have students compile a list of agencies in your city, county, and state that have resources to help individuals and families deal with

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child abuse. Describe each agency, services provided, eligibility requirements, and costs involved. Make the list available to students and other community locations such as day-care facilities, churches, etc. that have contact with families needing community resources.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT III

COMPETENCY: (b.3) *Concepts and skills related to clothing and textiles.*

SUB-COMPETENCIES:

(A) *Describe the consumer aspects of apparel.*

(B) *Apply decision-making procedures in individual and family apparel choices.*

(C) *Apply basic clothing construction and/or alteration techniques.*

(D) *Apply clothing care procedures.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Clothing and textiles A. Consumer aspects of clothing	Show a series of pictures of people dressed in uniforms for sporting events. Football players with heavily padded uniforms, snow skiers with very warm clothes, and speed swimmers with resistance free clothing are good examples. Ask students to explain why the people in the pictures are dressed as they are. After receiving a few responses, explain that clothing serves a special function.
1. Functions of clothing	Lead students to brainstorm for functions of clothing. Ask a student to write the list of functions on the chalkboard as they are named.
	Assign readings from texts or other references on the topic, "Why People Wear Clothes." KEY QUESTIONS: How does clothing protect the body? How does clothing express modesty? How does clothing decorate the body today? How does clothing reflect our culture? other cultures?[B]
	Display a collection of precut pictures and ask students to select pictures which illustrate each of the major functions of clothing. Have students attach the pictures to poster boards with these labels: protection, modesty, adornment, personal expression, and others.
	Have students complete a work sheet on Functions of Clothing, Teaching Aid 47. Collect the papers and evaluate the students' mastery of the concept. Ask students to write a paragraph explaining the function of clothing in their individual lives. Evaluate paragraphs for content and demonstration of effective written communication.[B]

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Influences on the apparel consumer a. Peer groups and family	Assign a text reading on influences on apparel consuming. After the reading, outline major influences such as peers, advertising, and fashion. Ask students to quickly write a list of five words that describe clothing worn to school by their group of friends. After lists are made, ask what would happen if someone in the group suddenly began to wear completely different clothes. Then define *peer pressure* and ask for volunteers to cite examples of peer pressure related to ways people dress.[B]
	Have selected students role play situations in which peer groups influence clothing choices. Situations may include the following: 1) A member of the group appears dressed completely different from others in the group. Members of the group criticize, laugh, and tease the person. 2) A member of the group comes to school in new fall clothes, and others in the group want to buy clothes like the new ones worn by the friend. 3) A person who wants to improve his personal appearance begins to watch and copy dressing practices of a person in the group whom others admire. Lead a class discussion of the outcomes of the role playing. Summarize major points on the chalkboard.
	Divide students into groups, and ask each group to select a leader and a recorder. The task of each group is to describe ways families influence our clothing choices. Have group reports to share information. Evaluate reports on the basis of content and effective communication skills.[B] [C]
b. Advertising	Have students view a filmstrip, video, or other visual aid regarding advertising. Ask students to look and listen for these major points as they view the presentation: types of advertising, function of advertising, and how advertising is paid for. After the viewing, lead a class discussion of the major points.
	Distribute newspapers and magazines, and ask students to select examples of ads that provide helpful information and ads that promote a particular image. Review the choices as a class, and discuss ways advertising affects clothing decisions.[B]
c. Fashion	Place the word "fashion" on the chalkboard. Ask students to use classroom resources to write a definition of *fashion*. Ask each student to also find in the classroom one item that they think represents fashion. Invite students whose item of apparel is named to model their fashion items for the class.[B]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Assign readings on how fashion influences clothing choices. Lead a class discussion on the major points in the reading material. Distinguish between fashion and style. Ask these CRITICAL QUESTIONS: What is the source of fashion? How does fashion change? How do fashions repeat themselves? What is a fashion classic? What might be the effects of a depressed economy on fashion? What social movements might influence fashion? Do students in this school exhibit fashion? How? Is fashion always important? Why? Why not?[B]

Show a flip-chart illustrating ways fashions have changed through the years. Have students bring to school pictures of people dressed in fashions from the past. Create a bulletin board titled "Fashion Bulletin Board—Past and Present." Ask students to make contributions of pictures from their family albums and pictures of current fashions which they find appealing. It will be necessary to take care in displaying family pictures to prevent harm from mounting or mischievous students.

3. Shopping for apparel
   a. Information for shoppers

Exhibit a table of information sources for apparel shoppers. Show newspaper and magazine ads, labels, hangtags, a miniwindow display, and a TV Guide. Ask students to view the exhibit and write on a notepad the types of information they can find among the items on the display table.

Assign readings to help students find answers to the following questions. Afterwards, lead a discussion to reach consensus on answers to those and other questions which students may have about information available for apparel shoppers. KEY QUESTIONS: What information is available for serious shoppers? How may information be used? What information is needed? Is the information reliable? How can someone determine the reliability of information?[B]

Divide the class into small groups. Ask each group to research one type of information and make recommendations to the class about how their assigned source of information may be most effectively used. Assign the following sources of information and ask students to consider the indicated aspects of each:

* Care labels—basic information, uses to the shopper
* Trademarks—function, uses
* Certification labels—purposes, uses
* Hang Tags—information, uses
* Newspaper ads—types, uses
* TV commercials—purposes, uses
* Window displays—function, uses
* Others

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask groups to report their findings to the class. Evaluate reports on the basis of content and demonstration of effective communication skills.[B] [C] Instruct students to set up personal hangtag filing systems as part of a Student Occupational Activity.
b. Where to shop	Give a brief lecture on the types of stores where apparel may be purchased. Illustrate the lecture with pictures or drawings of stores. Write the words "Specialty Shop," "Department Store," "Discount Store," "Manufacturer's Outlet," "Thrift Shop," and "Catalog Store" on the chalkboard. Ask students to name the stores in the local area that fall into each of the categories listed on the chalkboard. Summarize the different types of clothing usually available in each type of store. Conduct a survey in class to determine which type of store is most often used by teens who shop for apparel. Have students complete a work sheet on advantages and disadvantages of each type of store. See Teaching Aid 48, Types of Stores for Clothing Purchases.[B] Distribute catalogs which illustrate shopping by mail. Explain that shopping by mail is one of the fastest growing industries in the U.S. Ask students to share experiences their families have had with mail order shopping. Give students Teaching Aid 49, Successful Mail Order Shopping. In pairs review the handout and have students prioritize the suggestions according to what they believe is most important.[B] [C]
c. Judging quality	Design a bulletin board that shows clothing quality. Ask students to view the bulletin board called "Keys to Clothing Selection." Place large colored keys on the bulletin board. Write one of the following words across each key: need, cost, fit, care required, style, details, construction, material. After reviewing the bulletin board, direct students to a textbook outlining characteristics of quality in apparel. Using clothing from classroom resources, check the actual garments for qualities shown on the chart. You may wish to demonstrate the evaluation of a garment before the students check the garments for quality. Demonstrate the difference in the garments with neat hems and those with puckered ones, the garments with plaids that match and ones with mismatched plaids, etc. If possible, show examples of high and low quality garments in children's wear, men's wear, and women's wear.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Ask students do independent practice in garment evaluation, by checking a recent purchase they made using the chart utilized in classroom experiences.[B]

d. Payment methods

Write the following words on separate slips of paper: cash, credit, layaway, cashless purchases. Focus the concept of payment methods by having students draw slips of paper from a brown bag and read about the method of payment represented on the slip. Ask volunteers to share information from the reading.[B] [C]

As a class, compute the difference in cost of an item bought with cash and one bought using credit. An example is a $25.00 shirt bought on a 90 day credit plan at 1.5% interest per month.[B] [C]

Ask students to list advantages of cash purchasing and advantages of credit purchasing. Conduct a body voting experience to examine the issue. Have those who favor credit purchasing stand on the left side of the room and those who favor cash purchases to stand on the right side. Ask volunteers to tell why they voted for cash or credit. Allow students to move across the room if they change their minds during the discussion. Summarize ideas after students have completed their moves. KEY QUESTIONS: What are advantages and disadvantages of using credit to buy apparel? cash? layaway? When is each method best? Why is saving a good way to buy? What are advantages and disadvantages of waiting until you have money saved for a purchase? How would a combination of methods be recommended?[C]

e. Shopping ethics

Invite a crime prevention officer, store security officer, or store manager to discuss shoplifting and other shopping ethics. Have students prepare questions to ask the speaker. Lead a class discussion on the information presented by the speaker, then role play these shopping activities:

1) Returning and exchanging merchandise ethically
2) Returning and exchanging merchandise unethically
3) Trying on garments with consideration for others
4) Trying on garments without consideration for others
5) Relating to a salesperson with kindness
6) Relating to a salesperson rudely

Conduct a class discussion on the importance of the ethically responsible consumer.[C]

Instruct students to write articles for the school paper on shopper ethics. Articles may feature various aspects of consumer ethics such as the following:

* Consumer rights

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- Consumer responsibilities
- Shoplifting
- Ethical behavior
- Honesty in the marketplace[C]

Have the students complete the activity outlined in Teaching Aid 50, Comparison Shopping From Various Sources, as a Student Occupational Activity.[B] [C]

B. The decision-making process

Hold up a life-sized model of a doll, such as the one from the child development class, and state: "What does this doll need to decide to make a presentable appearance?" When students give the obvious answer, what to wear, have them brainstorm for other common clothing decisions. Ask one student to write the decisions on the chalkboard. Examples may include the following:

- What shall I wear to a specific occasion?
- Which item shall I buy?
- Where shall I shop?
- Shall I charge?
- What style is best for me?[C]

Lead a class discussion on why people are most frequently satisfied with their decisions when they use the decision-making process to reach decisions. Review the decision-making process and write the steps on the chalkboard. Illustrate each step with an example:

- Set a goal, or identify the problem.
- Identify the alternatives.
- Evaluate each alternative.
- Select the best alternative.
- Evaluate the results.

Divide students into small groups, and assign each group a problem to solve using the decision-making process. After the processes are completed, ask students to evaluate their group's ability to use the process. Post the steps in the decision-making process in a prominent place in the classroom.[B] [C]

1. Choosing individual clothing
   a. Individual clothing image

Using pictures from magazines and newspapers, show a series of pictures illustrating people who dress in trendy or extreme styles or in some other way create a unique image. For example, show pictures of a person with purple hair, with extremely long or extremely short garments, with unusual combinations of garments, and with other unique features. Ask students what individual images are projected by apparel illustrated in the pictures. After a few responses, ask students to read from the text

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

about ways clothes express self. KEY QUESTIONS: How does clothing express the physical self? How does clothing express the mental self? the emotional self? How may clothing express moods? What other expression may clothing communicate?[B]

Explain how the first image we see of another person is called a first impression. Explain the role of first impressions. Emphasize how quickly first impressions are made and how difficult they are to change. Ask students to tell of the first impression they received of a teacher or of a neighbor. KEY QUESTIONS: What contributed to your first impression of the person? What contributions did the person's apparel make?

Ask students to write an impression of someone in the classroom using positive descriptions. Allow volunteers to read their impressions, and allow the class to identify who is described in the description.[B]

Ask students to view themselves in a full length mirror and return to their desks and write a paragraph describing the image they saw in the mirror. Evaluate paragraphs for content and good written communication skills.[B]

Have students complete the work sheet on Teaching Aid 51, Effects of Clothing, on how they feel when wearing various clothing. Discuss and compare students' responses after completion of the work sheet.[B]

b. Wardrobe building

Review the definition of *wardrobe*. One definition may be a collection of clothing to meet the needs of an individual. Lead students to brainstorm the advantages of having a wardrobe plan. Then explain the steps in wardrobe planning while illustrating each step with transparencies made from masters found as Teaching Aid 52, Wardrobe Building. Include the following steps:

1) Determine your needs.
2) Take an inventory of what you have.
3) Evaluate what you have, and retire those items which you can no longer wear.
4) Sort those you can continue to use. Mend, clean, and arrange items neatly in storage spaces.
5) Try new combinations.
6) Plan for additions.

Using a case study, illustrate how one person may follow the steps in wardrobe building to plan an individual wardrobe. Use actual garments if possible. Outline the elements in a basic wardrobe for a male teen and for a female teen. Ask students to

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[B] = Basic Skill Reinforcement

work in groups to plan for additions to each of the basic wardrobes with special activities and special needs in mind.

For a Student Occupational Activity, assign students to work with their own wardrobes by using the steps in wardrobe building. They may use a chart from the text or one developed in class to evaluate their wardrobe, checking items which need cleaning or repairs.

Give each student $250 play money to build a new wardrobe. Instruct the class to choose the student who chose the best wardrobe for the least amount of money. Have students justify their choices.

To promote consideration of new combinations, ask students to wear to school a combination of their clothing which they have never tried before. When the new combinations are worn, ask volunteers to model for the class and explain how the new combinations were chosen.

Lead a class discussion regarding the cost of wardrobes. Have students estimate the cost of a wardrobe.[B]

Ask students to brainstorm for the ways items may be added to a wardrobe. Place the methods on the chalkboard.

c. Color

Create students' interest in color with a display of color collars. Have the collars arranged in two groups—one representing cool colors and one representing warm colors. Explain that personal appearance may be enhanced with color. Ask students to read about the importance of color from their text. Formulate questions regarding color and personal appearance. Lead a class discussion on the questions and answers while demonstrating the use of warm colors on people with yellow/tan skin undertones and cool colors on people with blue skin undertones. KEY QUESTIONS: How may a person know what colors enhance his or her appearance? What is a warm color? a cool color? How may I learn what is best for me?[B] [C]

Show students a filmstrip or video on personal color choices in clothing.[C]

Plan a laboratory experience with color collars and mirrors. Have students work in pairs to choose colors which enhance their natural coloring. Close the concept by asking students to tell whether they look best in warm or cool colors and why.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Assign students to review garments in their wardrobes classifying their colors as either warm or cool. Have students report findings in a short report based on the following KEY QUESTIONS: What color group was predominant in my wardrobe? Are the major colors compatible with my personal coloring? Why? What can I do to make those clothes that are not as compatible more compatible so that they will enhance my personal coloring? Evaluate the reports on the basis of content, understanding of the coloring concept, and effective communication skills.[B] [C]

Demonstrate the effect of light colors and dark colors on size. After the demonstration, cite case studies of people who want to appear either larger or smaller. Ask students to decide whether the person should choose light or dark colored clothing.

Demonstrate how color may be used to build a basic wardrobe with items which may be mixed and matched. Using two colors as basic colors, demonstrate wardrobe building. For example, using basic red and black, show how one may add prints in those colors as well as others such as items of grey, navy, or white.

d. Line and shape

Ask students to read from selected resources about the use of line and shape in dress. Find illustrations of various lines in clothing as worn by students in the class to illustrate principles of line and shape. KEY QUESTIONS: What lines are found in clothing? What makes a line in clothing? What illusions do lines create? How can a person appear taller through the use of lines? shorter? thinner? heavier?[B]

Show students a chart illustrating body types. Ask students to identify their type. Conduct a class discussion on ways to choose garments which fit personal body type. Ask students to select pictures that illustrate garments appropriate for their body type.

e. Fit

Using actual garments, demonstrate the appearance of garments which fit correctly and garments which do not fit correctly. Ask students to review a chart of correct garment fit, and then make individual lists of things they will look for in a well fitted garment.

Show students a movie or video. Have students identify people wearing properly and improperly fitting apparel. Have students make suggestions to improve the fit.

f. Style

Have students read references for definitions of style, fads, trends and fashion. Divide students into groups and ask each group to

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	sketch or find pictures illustrating one of the words being defined. In addition, ask each group to find illustrations of each word among garments worn by students. Ask the groups to summarize reasons a consumer may choose to purchase fads, fashion items, trendy items, or specific styles.[B]
g. Basic clothing for teens	Display a basic teen wardrobe. Ask students to evaluate the collection for needs met by each item and by the total collection.
h. Accessories	Divide the class into groups, and ask each group to use catalogs and newspapers to select pictures of items which may be added to a basic wardrobe and analyze the selection based on contributions they make to variety in the wardrobe, to expressions of individuality they may give the wearer, and to ways they may extend the wardrobe. Ask each group to make a collage on a poster board of accessory items which may be added to the basic wardrobe.[B]
i. Shoes	Invite a shoe store representative to explain how to select shoes for style, need, and fit. Have students prepare and ask questions. After the presentation, ask students to write a paragraph summarizing ways to purchase shoes effectively. Evaluate paragraphs for content and effective written communication skills.[B]
j. Undergarments	Ask students to read from the text or other references information on selection of undergarments. Have students formulate principles to guide purchase of undergarments. Ask one student to write the principles on the chalkboard.[B] If time permits, provide an enrichment experience by allowing groups of students to collect basic teen wardrobes and place them in an exhibit case in the central hallway of the school. Exhibits may be titled as follows: * Basic Male Wardrobe * Basic Female Wardrobe * Accessorizing a Basic Wardrobe * Adding Current Fashion Items to a Basic Wardrobe * Adding Fashion Trends to a Basic Wardrobe * Extending a Basic Wardrobe
2. Choosing family clothing a. Children's clothing b. Clothing for adults c. Clothing for people with special needs	Divide the class into groups and ask each group to research information on buying clothes for others. Consider infants, children, adults, and the physically handicapped. Have students report findings to the class. Group reports can be enhanced by each groups' writing a sheet titled, "Tips for Buying." KEY QUESTIONS: How are children's clothes sized? How are infants'

[B] = Basic Skill Reinforcement

clothes sized? What should one look for in buying children's clothing? What special considerations do adults give to clothing choices? How are clothes for the handicapped different from other clothing?[B]

Invite a panel of consumers, such as three young parents, to discuss obtaining clothes for children. Have students prepare questions to ask the panel. KEY QUESTIONS: What sources do parents use to obtain clothing for children? Where may people find the most economical clothes for children? Should one consider the fast growth rates of children in determining what is spent on children's clothing?

Invite a panel of adults, some full-time homemakers and some with dual roles, to speak on making clothing choices for adults. Have students prepare questions to ask speakers. KEY QUESTIONS: Do clothing needs increase for dual role homemakers? Does maintenance increase for dual role homemakers?

Invite a panel of specialists from a local treatment center, extension service, or other service agency to speak about selecting clothing for people with special needs. KEY QUESTIONS: Why may it be necessary to adjust clothing for people with special needs? Is clothing adjustment always costly?

C. Construction and alteration
  1. Sewing equipment
    a. Safety habits

Ask students to read selected references to identify sewing safety rules and guidelines. List rules and guidelines on index cards. Post cards on the safety bulletin board. Examples of rules to be posted are these:

* Do not machine stitch over pins.
* Handle cutting equipment properly.
* Keep needles and pins in a pin cushion, never in the mouth.
* Avoid using razor blades for ripping.

Allow students to work with a partner, and write rules for irons, electrical cords, and others. KEY QUESTIONS: What method should one use while unplugging an electrical cord? How should the iron be positioned when on but not in use?[C]

Have students role play situations depicting problems or hazards that might occur in a clothing laboratory. Show how safety rules may be applied to prevent the situations.[B] [C]

Encourage students to share experiences regarding unsafe practices/accidents involving equipment.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

b. Small equipment

Ask the students to work in pairs. Instruct the pairs to review texts to determine the tools for cutting. KEY QUESTIONS: What is the difference between scissors and shears? What is the difference in left-handed and right-handed shears and scissors? What is the advantage of using bent-handled shears? Which cutting tool is often used to cut pattern pieces from the fabric? Why do sewers avoid cutting out pattern pieces with pinking shears? When should pinking or scalloping shears be used? How is a seam ripper used?[B]

Explain the qualities of recommended cutting surfaces. Examine the surfaces in the department for places where the fabric may be cut. KEY QUESTIONS: What is the condition of each surface? How much space is available? What other factors should be considered?

Name areas in the home which may be used successfully for cutting activities.

Demonstrate the use of marking tools. Following the demonstrations, ask students to discuss the following KEY QUESTIONS: When is a tape measure used? When is a sewing gauge used? How does the pin skirt marker differ from a chalk skirt marker? What factors should be heeded when considering pencils or ballpoint pens for marking fabric? Why is it important to transfer pattern markings to fabric? Evaluate the students' demonstrations on the basis of knowledge and effective communication/demonstration skills.[B]

Provide an enrichment experience where the students use measuring and marking tools. Samples of fabrics may be provided for the enrichment experience, and a skirt on a mannequin will provide students with an opportunity to practice using skirt markers.[B]

Identify equipment used for pressing. Conduct a class discussion on the purpose of each piece of equipment, and briefly demonstrate its use. Explain to students that the beginning sewer will not need all the pressing equipment shown. Help students determine the pressing equipment considered basic for construction.

Define the term *pressing*. Explain its role in construction. If possible, show students a simple garment constructed without pressing and a similar one constructed with pressing. Explain the difference between pressing and ironing.

[B] = Basic Skill Reinforcement

Have students select one piece of equipment and describe its use to classmates. Evaluate students' presentations on the basis of knowledge, demonstration skills, and effective communication skills.[B] [C]

c. The sewing machine

Show a visual aid of a sewing machine and identify the parts. Assign students to classroom machines, and have students locate each part on a sewing machine. Provide a handout listing the functions of each part.[B]

Group the students in pairs and instruct each individual to tell his or her partner the function of each part of the machine as it is located.

Demonstrate procedures for filling bobbin, threading bobbin, inserting needle, threading machine, stitching straight lines, using stitching guides, adjusting stitch regulator, and using the reverse stitch. Lead a class discussion on the importance of learning to control the machine when starting, slowing, and stopping.

Provide an enrichment experience with students sewing paper guides without thread. When students have mastered guiding the machine along paper guides of straight and curved lines, provide an enrichment experience in threading the needle.

After enrichment experiences, ask students to operate a sewing machine by performing the following tasks: fill the bobbin, thread the bobbin, thread the machine, stitch a straight line, adjust the stitch regulator, and use the reverse stitch. For blind students or students with impaired vision, the thread and needle may be removed from the machine until students have mastered speed control. The machine needle can be located by bringing the index finger of the left hand to the set screw above the needle before putting the foot on the foot control. Tell students that the needle is up if the set screw is high, and the needle is down if the set screw is low. Blind students should keep their fingers flat on the slide plate of the machine and move them slowly toward the presser foot and let the index finger of the right hand touch the prongs of the presser foot. By keeping the fingertips flat on the throat plate of the machine and by using the prongs of the presser foot to locate the needle, the blind student will not get fingers caught by the machine needle. A magnifying glass that attaches to the machine may be helpful for visually impaired students. A guard may need to be placed on the machine for some students to prevent injury.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Provide an enrichment experience sewing with threaded machines on fabric. Following the enrichment experience, which demonstrates mastery of the sewing machine to the level that construction may begin, issue a sewing permit so that students will be affirmed in their ability.
	Demonstrate the care of the sewing machine. Conduct a class discussion on preventive maintenance as well as corrective maintenance. Discuss what happens when the sewing machine is not kept clean and why it is important to become familiar with the care procedures listed in the manual for the sewing machine.
	Ask students to work in pairs to review sewing machine manuals and to read about recommended care of the sewing machine. Lead a class discussion on the recommendations.[B]
	Explain to the class the common sewing machine problems with the recommended response for each.
2. Construction of a simple garment	Display examples of each item which may be constructed such as a simple top, unisex shorts, or an elastic banded skirt or pants. Lead a class discussion on the merits of each. Have students model the sample garments. Using accessories, illustrate how the same garment may look different when worn by different people. Differences in fabric color will of course provide further differences. Trim could be extra, creative, and unique. NOTE TO THE TEACHER: Construction techniques can be applied on garment construction projects or on a fabric sample if the project does not include that process or the student is not constructing a garment.
	Help students make decisions about which garments will be constructed. Teachers may find that large classes with students who have had no experience sewing will need to make the same garment. In that case, students may vote for their construction project. On the other hand, teachers with small classes and some students who have had experience sewing may wish to allow individual selection of a construction project from among the options.
a. Pattern and fabric	Help the students learn how to determine which pattern size to buy by showing and explaining the body measurement charts found in pattern books. When the students understand the purpose of the charts, demonstrate the procedures for taking body measurements. Show visual aids to reinforce an understanding of the procedures.[B]

[B] = Basic Skill Reinforcement

Distribute sample pattern envelopes to students and point out different measurements needed to determine pattern sizes. Demonstrate proper measuring techniques.[B]

Assign the students to work in pairs to take body measurements. Record the measurements on a card that can be kept for future use. The cards may contain the following information: name, date, figure type, pattern size, measurements, and adjustments needed.[B]

Using actual patterns and pattern books, show patterns with different degrees of difficulty. Differentiate between the easy and difficult patterns by pointing out the characteristics that make a pattern easy or difficult. On a bulletin board, poster, or collage display patterns suitable for the class project. Have students select their pattern from among the choices.

Display fabrics suitable or unsuitable for the class project. Conduct a class discussion on characteristics which make the materials suitable. Examples: nonbulky, require no matching, have no nap.

Take students on a field trip or invite a resource person from a fabric store or department to provide information about procedures and considerations for obtaining fabric and notions. Include information on the general organization of fabric stores and departments, working with store personnel, utilizing information from pattern envelopes, and obtaining information from fabric bolts or package labels.

Lead a class discussion on how notions are selected for a garment. Provide a selection of notions for a specific garment by pointing out notions that were needed, citing the pattern envelope for a list of the same notions, and showing a display of common notions to select from. Illustrate the selection of thread which is the appropriate color and weight for specific fabric.

Display a pattern piece which contains major pattern symbols on a poster board or bulletin board. Label each symbol. Explain the symbols to students by illustrating their use on actual fabric and garments. For example, show the dart symbol and then show a dart as sewn on the inside of garment, show a garment which has a dart as it is being worn by a class member, and show how to identify darts on a pattern envelope. To illustrate the fold symbol, place a pattern on a fold of fabric, cut the piece, then open the fabric and illustrate the place the piece will fill in a garment. Continue the demonstration until all symbols have been illustrated.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give each student a pattern piece and ask students to write the name of each symbol found on their pattern pieces on a sheet of paper. Opposite the name of each symbol, have students write the purpose of the symbol. Ask students to work in pairs to check for correct identification of the symbols found on the pattern pieces.
b. Processes (1) Fabric preparation	Demonstrate fabric preparation. KEY QUESTIONS: How can you determine the right side of the fabric? What is the meaning of *grain*? Can the grain of most fabrics be straightened? Why? What are the differences between fabrics on grain and fabrics off grain? How can you check the grain of fabric before you buy it? Why is grain important? How does grain line affect the finished garment? Identify the term *preshrinking*. Explain methods of preshrinking fabric. Recommend the method most appropriate for fabric to be used in the class project. Ask students to preshrink their fabric before bringing it to school.
(2) Layout, cutting and marking	Demonstrate laying out a pattern on fabric. This demonstration may include preparation of pattern in terms of cutting, trimming, and pressing. KEY QUESTIONS: Why should large pattern pieces be placed on the fabric first? Why is it important to place all the pattern pieces on the fabric before cutting? How can you determine that each pattern piece is on the grainline? Where should you pin a pattern piece placed on a fold? How close should pins be placed? In what direction should pins be placed? Why should pins be kept out of cutting lines? Demonstrate the cutting out of a garment. KEY QUESTIONS: Why should you follow the cutting arrows illustrated in the seam lines of each pattern piece? Why should you cut with long, even strokes? How should notches be cut? Demonstrate marking of fabrics. KEY QUESTIONS: How may pattern markings be transferred to fabric? How important is accuracy in transferring markings? What methods are recommended for the fabrics being used in class? Do all marking tools work equally well on all fabrics? Why or why not? How can one avoid the permanent markings of carbon on some fabrics?
(3) Staystitching	Have the students study Teaching Aids 53-57, Staystiching, and then compile a class definition of *staystitching*. Explain to students the staystitching procedure and show garment pieces which have been staystitched. Demonstrate a staystitching process.
(4) Basting	Have students study Teaching Aid 58, Basting, and instruct the students to study selected references and identify the types of basting. Define *basting*. Lead a class discussion on the reasons for basting, and name the types of basting such as machine, pin, and

hand. List the steps in garment construction likely to require each type of basting. State procedures in performing each type of basting.

Demonstrate the different types of basting. KEY QUESTIONS: Should garment pieces be pinned together before basting? Why or why not? Should contrasting or matching thread be used when basting? Should you begin basting with a knot in the thread if hand basting? a backstitch if machine basting? Is basting considered a temporary or permanent stitch? When is it best to use pin basting? How should pins be placed in the fabric when pin basting? When should machine basting be used? What length stitch is best for machine basting? Where do you stitch when machine basting? What are three kinds of hand basting stitches?

(5) Darts

Display samples of steps in dart making. Point out darts in garments students are wearing. Demonstrate the sewing of darts. Lead a class discussion on how darts control fullness in and give shape to a garment by allowing flat pieces of fabric to fit curvatures of the body. KEY QUESTIONS: Where are darts normally seen on garments? What do these areas have in common? How do darts improve fit in these areas? Are darts found on clothing for both men and women?

(6) Seams

Show students a transparency to familiarize them with the types of seams used in clothing construction. Using Teaching Aid 59, Seams, lead a class discussion of the purposes of each seam. KEY QUESTIONS: What is the standard seam used for most sewing? Why is the flat fell seam used on men's shirts, pajamas, and sportswear? Which seam is most often used with sheer fabrics? for a tailored finish on heavy fabrics? Why is the mock French seam often used on curves in place of the French seam?

Show students the insides of various garments which represent various types of seams. Explain the uses of the different types of seams. Identify different types of seams used in garments students are wearing. Show transparencies which illustrate ways in which seams are made. Demonstrate seams to be used in the class project. Ask students to practice making the seam to be used on swatches of fabric. Check the seams for quality, and then permit students to proceed with the construction of their garments by beginning seam construction.[B] [C]

(7) Pressing

Ask students to read from their text for the importance and the method of pressing during construction of a garment. Hold a class

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

discussion on the importance of pressing while constructing. Demonstrate pressing techniques.[B]

Lead students to brainstorm for points at which pressing will be necessary. Ask a volunteer to write the recommendations on the chalkboard. A bulletin board on the importance of pressing may serve to reinforce the need for pressing and serve as a helpful reminder as construction progresses.[B]

Demonstrate to the class the correct methods for pressing and ironing garments. Emphasize the safety precautions and the proper care of the ironing board pads and covers. KEY QUESTIONS: How does one prevent a shiny surface? How is wool pressed correctly? How are napped fabrics such as corduroy pressed? In what order should the various sections of an item such as a shirt be ironed?

(8) Gathers

Have students read selected references to learn about gathering fabric. Have the class decide on a definition for *gathering*. Lead a class discussion on how gathering is used to control fullness. KEY QUESTION: How is gathering used to add decoration to a garment? Lead a class discussion on the methods of gathering. Include machine stitching with a suitable stitch length, zigzag stitching, and using a gathering foot. Depending on the project being constructed, demonstrate machine or elastic gathering techniques.[C]

(9) Fasteners

Demonstrate to the class the application of fasteners. Fasteners should be appropriate for the garments being constructed in class. Fasteners may be snaps, hooks and eyes, buttons, or hook and loop tape.

Divide the class into small groups. Have each group make a chart listing garment closures and types of fasteners. Check the types of fasteners which may be used for each closing. Have each group share their chart with other groups.

(10) Facings

Present facing construction through the use of transparencies, illustrations, samples. KEY QUESTIONS: What factors influence the type of facings used? When do you finish the free edge of a facing? What is meant by *understitching* ?

Demonstrate procedures for attaching a garment facing. Include stitching, clipping, notching, understitching, and stitching in the ditch.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
(11) Hems	Display garments with hems of different types. Identify the type of hems used in garments worn by class members. Show transparencies which illustrate the various hem types. Demonstrate how to hem garments by machine and by hand. Ask the students to complete a practice hem on fabric swatches. Students should use both the hand and machine methods. As a class, determine the type of hem appropriate for garments being completed in the class.[C]
(12) Final pressing	Lead a class discussion on the importance of pressing and the role it plays in the garment's appearance. Demonstrate final pressing. Emphasize pressing methods as well as checking for threads which may need to be clipped and construction points which may need correction.
c. Evaluation	As each garment is completed, cooperate with the student in evaluating the garment by completing Teaching Aid 60, Construction Project Evaluation.[B] [C] Plan a day when garments will be modeled for the class. Illustrate ways garments may be worn with different items from various wardrobes to look different from those of other class members. Demonstrate the use of accessories to change the appearance of the garments.[C]
3. Alteration (this may be an alternative to #2, a supplement to #2, or a Student Occupational Activity.) a. Redesign	Display items which have been redesigned. The items may be skirts with hems which have been lengthened or shortened, pants converted to shorts, T-shirts shortened or made sleeveless, jeans converted to skirts, or others. Ask the students to examine garments and brainstorm other ideas for redesign possibilities. Demonstrate selected procedures such as the following: lengthen garments by replacing hand stitched hem with a machine stitched one, shorten garment, narrow pants legs, shorten sleeves, cut pants into shorts, dye fabric to change colors, and add decorations. Have students complete a work sheet on Teaching Aid 61, My Solution, to practice planning new uses for old clothing.[B] Have the students bring one garment from home to alter or redesign. Supervise the analysis of each of the garments. Assist the students in making their redesign plans. Supervise construction.

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

As students complete their projects, ask each to show his/her completed work to the class and describe procedures used to redesign the garment.[C]

b. Recycling

Invite a resource person to speak to the class about recycling garments or passing clothing from one child to another. A person from the Goodwill Industries, Salvation Army, church, or specialty second-hand store may speak about how people are willing to buy previously worn clothing. Have students prepare questions to ask resource person.

Exhibit items which have been made from clothing no longer desired as apparel. Suggestions include tote bags made from pants legs, pillows made from old shirts, children's apparel made from old skirts, and quilts or place mats made from pieces of various worn garments.

As an FHA/HERO project, collect clothes which may be recycled by some community agency. A garage sale could be a fund raiser for scholarships or trips to regional, state, or national meetings.[C]

Recycling a garment may be a good choice for some students for a Student Occupational Activity.

D. Clothing care procedures
  1. Repair
    a. Fasteners
    b. Tears
    c. Hems
    d. Seams

Display garments which are in need of repair. Ask students to examine the garments and identify repairs needed. After needs are identified, have students read for factors which should be considered before mending, altering, or restyling garments. KEY QUESTIONS: Is it important to determine whether the cost of repair is more than the replacement cost of the garment? Why or why not? Where may you get clothing repaired in your community? What are the costs of repair of leathers, suedes, and other specialty garments?[B]

Demonstrate mending techniques including sewing on buttons, repairing zippers, restitching seams and hems, mending holes and tears, defuzzing knits, and repairing pulled threads in knits.

A bulletin board titled "A Stitch in Time Saves Nine" may be used to reinforce the economical aspects of garment repair.

From a clothes basket containing clothing brought from home that needs repair, have the students draw a garment and locate the needed repair. Repair the garments as a class then evaluate the work of each class member. Assign students to mend a family

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

garment and write a brief report of the experience. Evaluate reports on the basis of content and effective written communication skills.[B]

As a Student Occupational Activity, students may mend items for an orphanage or home for people with special needs.[C]

2. Laundry
   a. Reading care labels and sorting clothing
   b. Washing by hand or machine

Ask students to read from text regarding the laundry of clothing. Lead a class discussion of major points. Illustrate the help one may get from care labels in making clothing care decisions. Demonstrate the sorting of clothing for laundry. Have students reflect personal experiences regarding cleaning clothes improperly. KEY QUESTIONS: Why should clothes be sorted by color? by fabric? by soil? Why should delicate items be separated from heavy clothing?[B]

Ask students to complete a work sheet with a list of clothes to be laundered. Include items such as these on the work sheet: white cotton shirt, slightly soiled wool blazer, black socks, white hand towels, etc. Have students write how each item should be treated.[B]

From a stack of precut pictures, have groups of students sort pictures of clothing to indicate which items should be grouped together by color for laundry.

Demonstrate the washing of clothes by automatic washing machine. Lead a class discussion on how water temperature affects clothes during washing. Explain how the textile label in a garment usually indicates the water temperature needed.

Divide the class into two teams. Hold up an index card with the name of a fabric or an article of clothing on it, and let team members take turns answering with the correct wash water temperature for the fabric or clothing. Items to be used in this game may be jeans, down jacket, pastel permanent press fabric, white permanent press fabric, washable woolen garment, lingerie, brightly colored lingerie, cotton sheets, etc.

Display laundry products and explain the use of each. KEY QUESTIONS: Why is it important to use the correct amount of soap or detergent? What happens when a fabric softener intended for final rinse is added with the soap or detergent? What happens when chlorine bleach is used on polyesters? What happens when nonchlorine bleach is used in cool water? Why should permanent press articles be laundered in small loads?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Assign students to interview three adults to determine which laundry products they prefer and why. Share findings with the class and tally the results. Adults may be asked for the products they prefer in relation to these items:

- Detergent
- Bleach
- Enzyme product
- Stain removal agent
- Water softener[B]

Divide the students into groups and ask each group to complete a consumer project on the cost of laundry products. The groups may choose to compare the costs of name brands and generic brands, or they may choose to compare the costs of several well-known brands. Ask each group to compute the cost differences and report their findings to the class.[B]

Ask students to brainstorm for the names of hand washed items. Conduct a class discussion on why it is best to hand launder some articles of clothing. Demonstrate proper hand wash techniques.

Conduct a laboratory experience in which each student washes an item by hand. Evaluate the outcome of the experience.

Divide the class into groups, and ask each group to prepare a report on a different method of drying clothing. The various methods of clothes drying may include drip-dry, line-dry, flat-dry, and drying by automatic machine. Ask each group to share their findings with the class. The groups may wish to prepare a visual aid to emphasize the major points found in their research. Evaluate the students' reports on the basis of content and effective communication skills.[B] [C]

c. Stain removal

Display garments with a variety of stains. Demonstrate the removal of common stains. Consider the following stains: blood, grease, cosmetics, catsup, ballpoint pen ink, grass stains, and others.

Conduct a laboratory experience using garments or pieces of fabric that are stained. Instruct each student to choose a stained garment or piece of fabric and work to remove the stain. Display the treated garments and evaluate the effectiveness of procedures used to treat the stains.

Invite a representative from a dry cleaning establishment to speak about procedures used in dry cleaning.

[B] = **Basic Skill Reinforcement**

[C] = **Common Essential Element**

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask each student to write a letter to a younger friend or relative explaining some aspect of clothing care. Letters may focus on one of the following aspects: stain removal, hand wash, machine wash, sorting clothes for easy care, reading care labels, ironing clothes properly, selecting laundry products, or using the services of a dry cleaner. If turned in, evaluate letters on the basis of content and effective communication skills.[B] [C]
d. Effect on environment	Have students identify and research cleaning materials, methods of disposal, and effects on the environment. KEY QUESTIONS: How is waste water recycled or broken down? What effects do various cleaning materials have on plant and animal life?
3. Packing and storage	Ask students to read from their text about proper packing and storage of clothing. KEY QUESTIONS: What is the value of having specific places for clothing? How may limited storage be extended? How should knitted items be stored? What is the effect of overcrowding on packed clothes? How may closets be made more functional? What are different ways out-of-season clothing be stored?[B] Ask students to develop their own daily, weekly, and seasonal plan for clothes storage. Present plans to the class.[B] [C] Have students in small groups make posters featuring pictures which show ways to store clothing in orderly and creative ways.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT IV

COMPETENCY: (b.4) *Concepts and skills related to housing for the family.*

SUB-COMPETENCIES:

(A) *Describe human and environmental influences on family housing needs.*

(B) *Describe types and costs of housing.*

(C) *Identify elements and principles of design.*

(D) *Describe guidelines for use and care of home furnishings and equipment.*

(E) *Outline procedures for home maintenance tasks and safety.*

CONCEPTS

IV. Housing for the family
- A. Human and environmental influences on family housing needs
  - 1. Human influences
    - a. Needs
      - (1) Physiological
      - (2) Sociological
      - (3) Psychological

LEARNING AND EVALUATION EXPERIENCES

Define and state purposes of basic terms related to housing such as home, housing, environment, society, culture, and architecture. Define *needs* and *wants* in relation to housing. Lead the class in a brainstorming session about what they need and want from housing. Have a student record the suggestions on the chalkboard. List the factors which influence teenagers' needs and wants related to housing space. Discuss the statement, "One person's wants are often another person's needs." Explain how an item which is a need for one person may be a want for another person. For further discussion, determine the physiological, sociological, and psychological needs in housing. For example, physiological needs are those relating to everyday functions of life; sociological needs are those relating to interactions among individuals, and psychological needs are those relating to an individual's inner self. Discuss each need and the relationship to selection of housing. Have students classify the needs and wants that are listed on the chalkboard. KEY QUESTION: Why do you think people differ in their ideas of needs and wants?[B]

Use Teaching Aid 62, Housing Needs and Wants, as a classroom activity. Have students work individually or in groups. Lead a class discussion on each need and the relationship to selection of housing. KEY QUESTION: Why do you think people might differ in their ideas?

Illustrate ways housing conditions affect psychological well being. KEY QUESTIONS: Do housing conditions affect all persons the

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[B] = Basic Skill Reinforcement

same way? Why? What role does perception play in the way housing conditions affect you psychologically.

Use Teaching Aid 63, Sort Out Wants and Needs, as a classroom activity classifying the types of needs. CRITICAL QUESTIONS: What influenced you to select the physiological need that you must have and the needs that were selected as good but not essential or would be good but not important? How were sociological and psychological needs and wants chosen?[B]

b. Wants
  (1) Taste
  (2) Preferences
  (3) Interests and activities

Discuss wants in relation to housing. Assign students to make a poster or something similar to show their wants in housing. Students could use a particular room as the basis for the project and find a picture representing what they want in the selected room. KEY QUESTION: How does your selection reflect taste, preferences, interests, or activities?

Have students complete a two minute journal writing on the relationship of housing to the family and share ideas in discussion. Evaluate papers on the basis of content and effective communication skills. Share generalizations with class.[B]

As a Student Occupational Activity, have students interview people who live in different types of housing, such as individual house, apartment, mobile home, and condominium. Students should find out what their needs and wants are and how they are being met. Share findings with the class.

2. Environmental influences

Obtain maps of the city or community. Display maps in the classroom. Have students identify locations of schools, churches, recreational facilities, shops, etc. KEY QUESTIONS: What factors influenced the location of each facility? the housing in the neighborhood?[B]

View an audiovisual, invite a resource person to class, or have students work in small groups to discuss the influence of culture, economics, climate, and technology on current housing trends. Some examples include: culture—traditions and heritage; economics—monetary relationships to housing through money for mortgages, interest rates, etc.; climate—locale determines building materials used and architectural styles of homes; technology—continuing development of computers and automated equipment.[C]

Invite a resource person to class to discuss the environmental influences on housing in the community. Select a person from

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

another state or country who has recently moved to the locale. Have the students prepare a list of questions to ask the speaker. Have the resource person explain the reasons for relocating.

Have students research and report back to class information on planned communities, cluster housing, and future building materials and trends.

Have the students work individually or in small groups to design or describe a type of housing for the future. The students should integrate the effects of population, pollution, energy conservation, and advancements of science and technology in the design. Help the students determine the type of energy, water, and air control systems which might be suitable. Have students write short reports on housing of the future. Topics could be planned communities, cluster housing, building materials for the future, and effects of space exploration on housing. Evaluate reports for demonstration of effective written communication skills and content. Lead a class discussion regarding the students' findings and predictions.[B] [C]

View an audiovisual on planned communities, cluster housing, new building materials, and housing for the future. KEY QUESTIONS: What are the benefits for planned communities or cluster housing? What are the disadvantages? What new building materials were identified? What characteristics did they have?

B. Types and costs of housing
   1. Types of housing

Define and state purposes of basic terms related to types of housing such as tract development, custom-built, older or pre-owned, cooperative, condominium, rental apartment, duplex, town house or row house, mobile home, dormitory, vacation, rented room, institutional, and factory built. [B]

Have students develop a bulletin board to illustrate examples of housing types. Have the students work in small groups and identify the advantages and disadvantages of each type. Lead a class discussion regarding findings. KEY QUESTIONS: What characteristics are common in all types of housing? What characteristics are unique in various types of housing?

View audiovisuals showing types of housing. Lead a discussion of each type. Have students write a brief summary of each type of housing. Students should include which type of housing they think they would prefer as a single person, married person with a family, and elderly person.[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Assign students to read references on types of housing. Have students identify housing advantages and disadvantages by completing Teaching Aid 64, Advantages and Disadvantages of Housing Alternatives, as a student work sheet. KEY QUESTION: What are the advantages and disadvantages of each type of housing?[B]

2. Costs of housing

Define and state purposes of basic terms related to the costs of housing such as lease, mortgage, interest rate, and deposit. [B]

Using Teaching Aid 65, Housing Selection, have students locate other housing in their areas. Students should complete the teaching aid as a worksheet.[B]

Have students complete Teaching Aid 66, Compare Housing Alternatives, considering values and housing costs as important aspects in the selection of housing. Lead a class discussion on the choices made by the students.[B]

Present or invite a local resource person to discuss the amount of money to spend on housing according to financial institution suggestions. KEY QUESTIONS: What percent of total income should be allowed for housing? Has this percent changed over the last few years? If so, what factors made this change? What are the fixed and flexible costs related to housing?

Read or provide copies for group discussion of Teaching Aid 67, House Budgeting. Discuss the cases as a classroom activity when all decisions have been made.

Lead a class discussion on the rental process for housing. Focus primarily on rental agreements and rental applications. Obtain copies of an Apartment Association (state association) sample rental agreement to use in the class discussion. Lead a class discussion on renting versus buying. Provide copies of the case study in Teaching Aid 68, Housing Decision, to students. Have students calculate monthly housing expenditures.[B]

C. Design
  1. Elements of design

Define terms related to elements and principles of design such as line, space, shape/form, texture, balance, rhythm, emphasis, proportion, and unity/harmony.

Define the term *design*. Have the students discuss how design relates to housing. Design is the arrangement of various components to create an artistic unit, or the process of selecting and organizing forms and materials to suit a purpose. Lead a class discussion on the ways people express themselves through

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[B] = Basic Skill Reinforcement

design. KEY QUESTION: How are homes, automobiles, and clothing examples of ways people express themselves through design?

Assign readings of selected references to identify elements of design. Have students name, define, and discuss each element. Instruct students to select one example of each element of design such as line, shape/form, space, texture, color, mass to promote class discussion.[B]

a. Line

Illustrate ways lines are used in a room to create various feelings. Draw vertical, horizontal, curved and diagonal lines on the chalkboard. Have students identify feelings suggested by each. Examples: calmness, dignity, excitement, confusion, femininity, masculinity, action, repose, and movement. Describe ways lines suggesting these feelings are used in home furnishings and housing. Lead a class discussion on reaction to line direction or motion. KEY QUESTION: Why do most people react differently to line direction or motion?

Instruct the students to select magazine pictures of rooms to emphasize that lines are basic elements of design. Use heavy thread or yarn to illustrate the basic lines of design in each room. KEY QUESTIONS: Which type of line predominates in the home economics classroom? What feelings are suggested by the room?

b. Shape/form

Explain the statement, "Form should follow function." Salt and pepper shakers can be used to illustrate the statement. Show one pair of functional salt and pepper shakers made of clear glass. Show another pair made of an opaque material and shaped like unrelated objects, such as two cats. Explain that sometimes form is not logically related to function and that this can result in a poorly designed object. KEY QUESTION: Why is it important for form to relate to function? What other items can you think of that are well-designed, such as clear salt and pepper shakers? As an enrichment experience, have students bring pictures or find in the home economics room one item which is well-designed and another which has a poor design. Have students share findings with classmates. CRITICAL QUESTIONS: Does everyone agree on what constitutes a well designed object? Why or why not?

Define *two-dimensional* and *three-dimensional* designs as they relate to form. Have students find examples of two-dimensional and three-dimensional designs in magazines, newspapers, etc. Give examples of rugs and walls. Three-dimensional designs are easily found in furniture. KEY QUESTIONS: Why do designers

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	use a variety or a combination of two-dimensional and three-dimensional forms? How do variations in form lead the eye and give direction?
c. Space	Demonstrate peoples' need for space by putting the students' desks in one small area in the home economics room. Lead a class discussion on feelings in a crowded space. KEY QUESTIONS: Do you feel cozy or trapped? How does it feel to be in a room with too much empty space such as a church that is empty or an auditorium? Do you feel threatened, or do you enjoy the open space? How does space relate to housing? Do you prefer homes with an open feeling or homes with a cozy feeling? Why or why not? Listen to a panel of guest speakers talk about space as an element of design. Possible panelists might include an architect, an interior designer, a handicapped person, an elderly person, and a member of a family in the expanding stage of the life cycle. Have students prepare a list of questions to ask the speaker. KEY QUESTIONS: Why is space important to each? How do their lives differ? Discuss advantages and disadvantages of sharing a room versus having a room by yourself. KEY QUESTION: How can a shared room be arranged to give each person their own space?
d. Texture	Obtain a variety of fabric samples. Show samples or illustrations of a variety of patterns such as plaid, paisley, solid, floral, etc. KEY QUESTIONS: Which samples look good together? Does everyone agree on which patterns should be used together? Is there a right and a wrong opinion? What textures are represented by the fabrics? How does this influence the room design? Illustrate how texture adds variety and interest to fabrics, coverings, and furnishings. Collect various textured materials of the same color, such as burlap, velveteen, suede, polished cotton, and wool. Include samples that look shiny, rough, smooth, dull, firm, light, and heavy. Lead a class discussion on how the projections of a rough surface tend to cast a shadow in certain light and make the color appear darker. Discuss how can the same piece of furniture can look entirely different when upholstered in the same color in a damask, homespun, or a chintz fabric. Show pictures to illustrate examples. KEY QUESTIONS: Are the textures compatible? Why or why not? What influences whether or not a texture is compatible? How does care of the fabric influence selection?
e. Color	Define terms relating to color such as, hue, tint, value, primary, secondary, and intermediate colors, and shade. Have students demonstrate their knowledge of definitions.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Color influences size and shape of items. Have students study readings of texts and selected references to find illustrations which show how color influences the apparent size and shape of items. KEY QUESTIONS: Which room looks the smallest? the largest? Can colors be used to the advantage in decorating? What happens when light hits dark colors? light colors?
f. Mass	Find examples of mass such as chairs, lamps, and tables. Explain how mass affects the design of a room. Assign students to locate a picture of an object for use in a room or have the students find a picture of a room. Have each student explain by writing a paper how the mass of different objects in the room impact the design of the room.[B]
2. Principles of design	Have students read selected resources on principles of design. Lead a class discussion and analyze each principle of design by using Teaching Aids 69-74. Divide students into groups. Assign a different principle to each group. Have students evaluate the home economics room in relation to each principle. Each group should address how the principle is used and alternatives for enhancing the room.[B]
a. Proportion/scale	Explain proportion/scale as the relationship of all individual items to each other. Illustrate the concept by using the actual examples of items in housing such as windows and window treatments, sizes of pictures on a wall, small doorknob and an elaborate doorknob for a bathroom door, etc. Have students locate examples of good proportion using pictures cut from newspapers or magazines or sketched by hand. Conduct a class discussion about students' findings. Have students find an example or picture of a room which illustrates two types of proportion/scale used in furniture. Examples include such pieces as a large antique chest and tubular chair. Have students share with the class. Using fabric samples, show large scale patterns and small scale patterns. KEY QUESTION: How would the size of the pattern impact the size of the furniture?
b. Balance	Discuss types of balance (formal and informal). Show examples and lead a class discussion about formal and informal balance. KEY QUESTIONS: Is one more acceptable than the other? When is informal balance more commonly used? Which one is more pleasing to you? Why?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Using pieces of furniture available in the class, demonstrate types of balance. KEY QUESTIONS: Which type of balance is easier to achieve? Why? What type of message is transmitted through formal and informal balance?
c. Rhythm	Lead a class discussion regarding how rhythm is achieved. Show examples of types of rhythm using pictures and/or slides of rooms. Include various ways rhythm is achieved through repetition and progression. Define opposition and graduation as it relates to rhythm. KEY QUESTION: How does opposition and graduation affect the rhythm of a room? Illustrate with line, on the chalkboard, ways of developing rhythmic movement: repetition, progression, graduation, opposition, transition, and radiation. Have students work as partners to locate an example of one type of rhythm in a picture from a newspaper or magazine. Require students to write an explanation of the rhythm on the room. Allow students to share findings with the class. KEY QUESTIONS: Which type of rhythm is monotonous? exciting?
d. Emphasis	Show examples of slides and/or pictures which illustrate various types of emphasis in housing. Lead students in a brainstorming session for items which could be the emphasis. Follow the activity with locating examples of each type that was identified. KEY QUESTION: What was the purpose of each item identified as emphasis?
e. Unity/harmony	Have students exchange ideas about the meaning of the word *harmony*. Have students write responses on the chalkboard. KEY QUESTIONS: Which is easier to create harmony, one item or many items? Why? Explain how unity is achieved through the use of the design elements. Show examples using slides and pictures. Allow the students to work in small groups. Give each group three pictures of rooms. Have each group discuss aspects of the room which make the room unified. Allow students to share findings with class.
3. Application of good design	Provide the students with four illustrations of rooms and have them analyze how the basic elements and principles of design have been combined to create the total look of each room. Lead a class discussion on how to recognize good design. KEY QUESTIONS:

Which elements were easy to recognize? Why? How did you feel about the placement of items in the room? What would you change about the room? Why?

Allow students to write a description of a room or type of housing they have visited that they considered very beautiful and comfortable to be in. They should include why they felt the way they did. Have volunteers share descriptions with the class.[B]

4. Furniture function and arrangement

Have students read selected references to identify guidelines for furniture arrangement. Lead a class discussion on how design and function are considerations in arranging furniture. Point out the importance of keeping traffic lanes open between doorways, arranging a room so it is easy to clean and safe to live in, having some of the heavy furniture on each side of the room, putting large pieces parallel to walls, etc. KEY QUESTIONS: Why should furnishings which are used together be placed together? Is it important that furniture be arranged so windows are easily accessible for opening and closing? Why?

Divide the students into groups. Assign groups one or more the following rooms: living room, kitchen, bedroom, game room, laundry room. Have students identify furniture commonly found in each room and the primary function. Show pictures of multi-use furniture. KEY QUESTION: What pieces of furniture could have more than one function?

Have students view Teaching Aid 75, Variations in Furniture Arrangements, to learn how design and function are considerations in arranging furniture. Point out that both rooms illustrated on the teaching aid contain the same furniture, but the furniture is arranged differently. Discuss the elements and principles of design used in the room arrangements. KEY QUESTIONS: Which room has an open space arrangement? Which room has a conversation and study arrangement? Which room arrangement would you feel the most comfortable in if you were going to study? if you were going to invite friends over to watch television? if you wanted to relax and read a book? Why did you choose the particular room arrangement?

Have students analyze the arrangement of furniture in the room on Teaching Aid 76, Furniture Arrangement. Determine the effectiveness of the furniture arrangement in the room. KEY QUESTIONS: Have the elements and principles of design be used in the furniture arrangement? Is the furniture arranged for conversation? Are the traffic lanes open between doorways? Are windows easily accessible for opening and closing? Are the large

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[B] = Basic Skill Reinforcement

pieces of furniture placed to balance each other? Are tables convenient to use? Is the room convenient? attractive?

Use Teaching Aid 77a, Small Bedroom Furniture Arrangement, Teaching Aid 77b, Medium Bedroom Furniture, and Teaching Aid 77c, Large Bedroom Furniture Arrangement, as student work sheets. Have students arrange the room using elements and principles of design. Additional furniture may be added. Have students work on Teaching Aid 78, Furniture Arrangement-Traffic Pattern, to see the relationship between furniture arrangement and traffic patterns created in everyday living. Have students share work with the class and point out considerations for decisions.

5. Furnishings and accessories

Define *accessories* and lead students in a brainstorming session to identify categories of items that may be used as accessories, such as pictures, wall hangings, lamps, individual collections, vases, plants, etc. Lead a class discussion regarding how accessories add the finishing touches that make a home attractive and personal. Identify and discuss current fashion trends and fads in home accessories.

Discuss with students the examples of items that are used as accessories. Have students bring to class accessory items or pictures of accessory items. Lead a class discussion on the structural and decorative design of the accessory examples and ways the items may be used.

Lead a class discussion on ways design principles may be applied to the selection and use of accessories. Have students visit a furniture showroom and observe model rooms decorated in various styles. NOTE: If a visit to a furniture showroom is not possible, pictures of rooms from magazines, catalogs, and furniture and decorating publications can be used. Have them select one model room that appeals to them and examine it closely. Point out the importance of choosing colors that one will feel comfortable with for an extended period of time and the importance of choosing objects that can be redecorated or that do not represent permanent or large investments. KEY QUESTIONS: What major theme is expressed by the room decor? How do the accessories influence the theme of the room? How have the elements and principles of design been utilized in the room? How was color used in the room? Were bold, bright colors used? If so, where? Which principles of design were followed in grouping various sized pictures on the wall or in combining decorative objects? What are some examples of emphasis found in the use of accessories in the room?

Using the elements and principles of design, have students make a home accessory which involves little or no cost. Some examples are pencil holders made from empty cans, wastebaskets made from commercial ice cream cartons, decorative pillows, quilts (one or two quilt blocks of the planned quilt); draperies, table skirts, bed ruffles, or pillow shams made from sheets; and bookshelves from bricks and boards. Have students share the finished product in class, pointing out the elements and principles of design used in planning and making the accessory. Have students evaluate the use of the accessory as functional or decorative.

Assign students to write a paper on one accessory in their room. Papers should describe the accessory using elements and principles of design and explain the importance or role of the accessory to the total room.[B]

D. Use and care of home furnishings/equipment
   1. Home furnishings

Assign students to find and read selected references pertaining to home furnishings.[B]

Using a chalkboard, have students brainstorm to name and list basic home furnishings and equipment needed for a first home. Have students use catalogs to identify price ranges for the basic furnishings and equipment listed. Develop a work sheet for recording prices. Lead a class discussion on factors that may affect the life expectancy of various items of furnishings and equipment. KEY QUESTIONS: How can an understanding of the financial aspects of selecting furnishings and equipment contribute to wiser use of money and increased satisfaction with purchases? What are the advantages and disadvantages of buying home furnishings and equipment secondhand at garage sales and flea markets or using discards of relatives and friends?[B] [C]

Give examples of factors which may influence the portion of family income to be spent on furnishings and equipment. Examples: amount of income, personal credit, stage in family life cycle, values, other financial responsibilities, and number of family members.[C]

Divide students into small groups to figure the costs of financing the purchase of $2,000 of furnishings and equipment for a newlywed couple moving to an unfurnished apartment with range, refrigerator, and draperies provided. Students should list furnishings and equipment needed to establish a first home, and compute the cost of obtaining the items. If $2,000 is not sufficient for obtaining the items all at once, students will need to find ways to reduce the cost per item, consider multipurpose furniture, substitute less expensive items, or delay purchase of some items. Assign each group one of the following credit sources: department

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

or furniture store, finance company, full-service bank, credit union. As an enrichment experience, have a student from each group contact a local representative of the assigned credit source for current information on figuring the finance costs. Compare the findings in class.[B] [C]

2. Equipment

Have students view filmstrips to identify the variety of household equipment available. Some examples are refrigerators, freezers, dishwashers, ranges, microwave ovens, trash compactors, food disposers, washer and dryer, water softening and purifying equipment, cooling equipment, and heating equipment. Lead a class discussion on ways equipment needs may be estimated. Explain that factors such as environment, family composition, housing location, income, and employment should be considered. Point out the kinds of electrical and gas equipment used in the home and explain the reasons for choosing gas or electric equipment.

Using Teaching Aid 79, Locate Information On Appliance Nameplate, lead a class discussion on what students may expect to learn from reading a nameplate. KEY QUESTIONS: How are labels helpful for consumer use? Which federal agency controls labeling? Why is government entrusted in controlling information given to consumers?

As a Student Occupational Activity, have students visit a business that sells household equipment and examine label information on equipment. KEY QUESTIONS: Is all equipment labeled? If there is no label, is there an instruction book? What are other sources of information about the product? Have students write a short report about their findings and present them to the class.[B]

Have students work in groups or individually to answer the following KEY QUESTIONS: What would happen if labels were removed from all equipment on the market? What are the advantages and disadvantages of labels? Are labels influenced by outside factors? How?

Assign students to read selected references on household equipment. Ask them to point out key features indicating quality of home equipment. Some examples include design, construction, function, safety, and care. Have students analyze situations to determine the quality and price suitable for equipment to meet the needs of an individual or a family. KEY QUESTION: When may it not be wise to purchase maximum quality?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Use Teaching Aid 80, Compare Appliances, to have the students compare the quality of appliances.

Have students work in groups to list on butcher paper the factors affecting the quality and price of equipment purchased by an individual or a family. Some examples are resources, values, goals, standards, needs, and wants. Lead a class discussion on how factors influence purchases in specific situations.

Have students determine the relationship between quality and price by observing two similar household items. Have students debate the following statement: "You get what you pay for." KEY QUESTIONS: Which item is superior in quality? higher in price? What is the relationship between quality and price for these two items. What are some instances where you might get more than you pay for?

E. Home maintenance tasks and safety
   1. Home maintenance tasks

View an audiovisual or invite a speaker to initiate a class discussion on care of home furnishings and home maintenance tasks. Have students prepare questions to ask the speaker. KEY QUESTIONS: What factors affect the care/maintenance of various home furnishings and equipment.

Assign students to read resources on care of home furnishings and equipment or divide students into small groups and assign them to research appropriate cleaning procedures. Various pieces of furniture and equipment such as an upholstered corduroy couch could be written on slips of paper for students to draw and research cleaning procedures.

Have each student divide a sheet of paper into three parts with the following headings: daily, weekly, occasional home maintenance tasks. Allow five minutes for them to list household tasks in each column. Then, have students identify the person responsible for the tasks. KEY QUESTIONS: Are the responsibilities shared? If so, how? Does everyone in the household have responsibilities? What are some of the consequences of sharing responsibility for the home maintenance tasks?.

As a Student Occupational Activity, have students collect ideas from magazines and newspaper household hint columns. Identify hints that would be best for specific situations.[B] [C]

As an enrichment experience, have students select an item to clean. Students should investigate alternatives for the cleaning and the

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

consequences of each alternative. Have students report to class. Evaluate report for content, analysis, and effective communication skills.[B] [C]

2. Safety

Ask students to listen to a guest speaker summarize information relating to home accidents and their prevention. Discuss the cause and prevention of each safety hazard. Explain how an awareness of the factors affecting safety in home maintenance can decrease accidents. KEY QUESTIONS: What are the common safety hazards in the home? What are the main causes? How can these be prevented?

Make a list of safe ways to use supplies and equipment. Examples include: read directions for storage and use, label and identify household chemicals, and put medicines and poison out of reach of children. Include a list of emergency telephone numbers such as police, fire department, family doctor, ambulance, emergency medical center, Poison Control Center, and family friends. Make the list available to family, parents, teachers, etc. leaving blank spaces for telephone numbers of family doctors and friends.

Propose ways one can be prepared in case an accident occurs. Select common accidents that occur in the home. Have students plan a course of action in case such an accident emergency were to occur. Ask volunteers to share their situation and course of action with the class.

As a Student Occupational Activity, have students develop a emergency plan and share it with their family members. Students could practice drills and/or procedures with family members.

View audiovisuals on home safety and assign students to read selected references and write a paper on safety. Evaluate students' papers for effective writing and communication skills.[B]

Divide students into groups. Have them develop displays of poisons and other safety hazards.

As a Student Occupational Activity, have students evaluate their homes for hazardous and unsafe conditions. Have them take action to correct these items in their home.

Have students locate pictures or give examples of hazardous or unsafe conditions in the home that may be found. Examples are frayed electric cords, unmarked poison containers, and slippery throw rug. Have students brainstorm for other ideas. See

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Teaching Aid 81, Factors Which Affect Safety in the Home, for a possible list. KEY QUESTIONS: How can we eliminate each hazard? Why should we be concerned about safety for ourselves and our families? What factors affect safety in your home?

Use Teaching Aid 82, Is This Home Safe?, for a worksheet to have students circle safety hazards found in the drawing. Lead a class discussion on hazards and possible ways of prevention.

As an FHA/HERO project, have students develop a home safety checklist. Develop a plan to educate elementary students about home safety during Home Safety Week. Have students enter a poster contest and award prizes for outstanding posters.

CAREER SECTION

EXPLANATION FOR TEACHING CAREER OPTIONS AND ADJUSTMENTS

Essential elements prescribed in TAC as 75.83 (a) (2) (A), (a) (3) (A), and (a) (7) (A), (B), (C), and (D) are some of the elements which were prescribed as common elements for all vocational courses. The following section on "Explanation for Teaching Career Options and Adjustments" is providing content which could be used by teachers either as a section within each home economics unit of study or as a career unit of itself at the end of each given semester. Vocational home economics teachers have been given a recommend subject grouping for each semester and class period allocation for each subject covered in Comprehensive Home Economics. For this guide to be used as effectively as possible, it will necessary to follow the recommended subject grouping and the class period allocation. For convenience the subject grouping for each semester and the recommended class time is being provided here for explanation.

Subject grouping and class time allotment for each subject area in a one semester period.

SUBJECT	CLASS TIME ALLOTMENT
Family living	25 class periods
Child development	15 class periods
Clothing and textiles	32 class periods
Housing	10 class periods

Subject grouping and class time allotment for the remaining subject areas identified in Comprehensive Home Economics in a one semester period.

SUBJECT	CLASS TIME ALLOTMENT
Management	18 class periods
Consumer education	17 class periods
Food and nutrition	35 class periods
Personal and family health	12 class periods

Other elements common to all vocational education courses are either addressed within the context of the home economics subject areas or addressed in the student activity book for "Mastering Common Elements." (available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.)

CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY: (a.7) *Identify concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in chosen field.*

(a.3 A.) I*dentify opportunities for business ownership.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss occupational demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
Career options and adjustments	NOTE: The occupational areas addressed in this section of the Comprehensive Home Economics course are those which are related to the subject matter areas which have been taught within a given semester. Those areas are management, consumer education,/economics, food and nutrition, and individual and family health.
A. Personal characteristics needed for careers a.2 A. Employment opportunities and preparation requirements	Show students Teaching Aid 114, Selecting the Right Job, to identify the key factors to selecting the right job. The following information should be included in a discussion of the factors to job selection: 1) Personal Values—strong beliefs that individuals have which can arouse intellectual, emotional or physical responses if they are challenged. 2) Skills and Abilities—talents and other personal qualities that individuals have or that they are willing to work hard to improve for a certain job. 3) Job Search—a process of investigating the various possibilities in the job market. Point out that in a job search, individuals should keep in mind their values and skills so that the job applied for and accepted will be appropriate. CRITICAL QUESTIONS: Why are personal values an important key in the process of finding the right job? Why do individuals need to know their own values before determining what other skills need to be developed? What are some natural talents an

individual might have? Why should the job search be the last step in the process? What are the consequences of taking any job without considering one's values and abilities? Why do these considerations need to be re-evaluated throughout an individual's lifetime? What can change?

Divide students into groups and have them complete Part A on Teaching Aid 115, Values and Interests Questionnaire, to determine their personal values. After students have completed their work sheets, have them share their ratings with groups of students. Ask students to pair up with someone who has the same interests and discuss the reasons they chose the ratings they did. Have students complete Part B on Teaching Aid 115, Values and Interests Questionnaire, to determine their abilities. After completion, have students compare their ability work sheets with another student. KEY QUESTIONS: Are the abilities listed on the work sheet by the other student similar? Why or why not? How do values and interests affect one's abilities? Were any abilities discovered that were not previously known? Did you discover you do not yet have the abilities necessary for some jobs—those that are related to subjects you feel you do poorly in? Were the same subjects listed for the "Subjects I like best" and the "Subjects I dislike" the same as the "Subjects I make the lowest grades in?" Why or why not?

Have students research titles and descriptions of management, consumer education/economics food and nutrition, and individual and family health occupations in the *Dictionary of Occupational Titles* or *Occupational Outlook Handbook*. Point out that some titles or jobs are entry-level, while others are mid-management and management levels. Lead a class discussion concerning jobs requiring different levels of education, variations in job availability, and how some occupations may lead to other occupational opportunities. One example might be in food and nutrition which involves several occupations such as short order cook, dietitian, nutritionist, extension home economist, food scientist or researcher, a home economist in business, waiter or waitress, restaurant owner, restaurant manager, grocery store manager, cafeteria manager, food service workers, chef, food writer or editor, baker, or cake decorator.

Have students view audiovisuals describing job opportunities in management, consumer education/economics, food and nutrition, and individual and family health.

Using the classified sections of newspapers, have student locate ads concerning employment in management, consumer education/economics, food and nutrition, and individual and family health. Circle the jobs that may be appropriate for teenagers at the entry-level. Share job descriptions with the class.

Define the term *career ladder*. Ask students to develop a career ladder of management, consumer education/economics, food and nutrition, and individual and family health related occupations which include career levels, job titles, duties, and minimum qualifications. Share work with the class. KEY QUESTION: Does experience or training allow one to enter the ladder in a higher position?

Encourage students to brainstorm and list financial rewards of a job. Lead a class discussion on each of the rewards listed. Point out that most new workers usually start out at the entry-level salary for the job, and that higher wages are rewards and incentives for employees who have been working in a company. Ask students to define *fringe benefits*. (Fringe benefits—extras that companies supply over and above wages). Point out that traditionally, fringe benefits include paid vacation time, sick leave, retirement plans, and group insurance. Also, explain to students that some companies offer additional benefits, such as health insurance, term life insurance, profit sharing, bonuses, educational programs, day care programs and exercise and recreational facilities. KEY QUESTIONS: How can fringe benefits be considered a reward? How might fringe benefits influence one considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?

Instruct students to study college catalogs and brochures from professional organizations to obtain information about education and personal qualities needed for management, consumer education/economics, food and nutrition, or individual and family health careers. For additional information, show students Teaching Aid 117, Case Study on a Consumer Economics Job. Lead a class discussion on the findings. KEY QUESTIONS: What education is required for each career? What college and universities in your area provide education for careers related to child development? What college courses are required for a degree with a major in child development? What high school courses would be beneficial for this major?

Invite a panel of students from pre-employment and cooperative home economics classes that are working in the occupational areas of management, consumer education/economics, food and nutrition, or individual and family health KEY QUESTIONS: How are these experiences preparing individuals for future consumer economics jobs? What are the advantages of being in the classes? What are prerequisites for enrollment? How much class time is required? Which classes have been the most helpful in preparing one for the career field? What kinds of jobs are usually available? In what ways have the panel members personally benefited from this experience?

Have a Texas Employment Commission representative or an Employment Bureau representative speak to the class on the home economics jobs available in the community. Have students keep a list on Teaching Aid 116, Available Jobs Work sheet. Ask the speaker to define the jobs and to include such information as job description, educational requirements, requirements for past experience, how and where to apply, and other important information. Have students ask questions to the speaker regarding one of the jobs mentioned that they have an interest in.

Instruct students to write a research paper on a career of their choice in the area of management, consumer education/economics, food and nutrition, or individual and family health that they are most interested in learning about. Students may want to include the following as part of their resources for the paper: the school counselor, college catalogs, brochures from related professional organizations, a person who works in their chosen field, and/or observation of professional in their chosen field at work. Evaluate report for content and effective communication skills. After reports are turned in, have students give a brief summary to the class about their selected topic and what they learned in their research. Research papers should answer the following questions. KEY QUESTIONS: What are the duties of a person in this field? What are the working conditions usually like? What education or experience is usually required? What kind of people does this type of position serve? Where can a person obtain training for this job, if necessary? What is the cost of training? What is a typical day or week like in this job? What kind of salary and benefits can be expected? What are the current job trends for this position? What will the trend look like in about five to ten years? What is a typical day or week like in this field? Why did the people in this profession select this for a career?

Lead a class discussion regarding the importance of a strong foundation in basic education and the role it plays in being successful in the business world. KEY QUESTIONS: Why is a basic education important to have? Will we ever use the basics in our jobs and in our daily living? What are some ways that the basics may be used in consumer/economics occupations?

Have students study references and training catalogs to identify educational preparation needed for various management, consumer education/economics, food and nutrition, and individual and family health careers. KEY QUESTIONS: What high school subjects provide a good background for a particular career? What post-high school training is available for this occupation? What kind of college training is available for the occupation? What does training cost? How long does the training take? What are admission requirements? What counseling and job placement services are available? What jobs will the training prepare you for?

Have each group role play their illustrated skills or abilities relating to an occupation in management, consumer education/economics, food and nutrition, or individual and family health. KEY QUESTIONS: To what degree have these skills and abilities already been accomplished? How much work is needed to polish these skills? What could be done to improve these skills? Is it important to develop these skills?

Ask each student to interview one employer regarding skills and abilities needed by employees. Students may want to have a copy of the top twenty skills checked as to importance by the person they are interviewing. Have students report their findings. Evaluate students' reports on the basis of content and effective communication skills. Have each student write a one to two-page summary of their findings orally in class. Evaluate students' reports on the basis of content and effective communication skills. CRITICAL QUESTIONS: Why is the ability of an employee to use their resources creatively important? How can individuals who know their values, interests and abilities be assets to an employer? Are the top twenty skills created in class important to the employer? Why or why not? What other skills are important to this specific job?

Ask students to brainstorm and list characteristics, qualities, and attitudes they believe are needed by people who work in the fields of management, consumer education/economics, food and nutrition, and individual and family health. View Teaching Aid 92, Attitudes For Success. Lead a discussion about why certain attitudes, characteristics, and qualities needed for working in the field are important. KEY QUESTIONS: What are some educational and experience requirements needed by persons employed in these particular careers? What are personal characteristics and qualities needed by people who work in these careers? Are some qualities more important than others? Why? Is a positive attitude important? Why?

Invite a local home economist or other resource person to present information on professional careers related to management, consumer education/economics, food and nutrition, and individual and family health and their requirements for education, experience and personal qualities.

Explain to students the process for writing letters of application, cover letters, resumes, thank you letters for interview, and other correspondence that may be related to job hunting. Books about job hunting may serve as resources for this assignment. Have students practice preparing resumes and letters. KEY QUESTIONS: When would a job hunter want to use these methods of correspondence in job hunting? When would a job hunter want to use a resume in his/her employment search? Why does an employer want to know the information listed on a resume? Why should a person send thank you letters throughout the job hunting process? Is a thank you letter worth the time and effort? Why? Will thank you letters help a person get a job? How?

Have students practice interviewing for a position of employment. For an interviewing review, refer students to Teaching Aid 91, Interviews. Evaluate each student's interview performance, giving both positive comments and constructive criticism. KEY QUESTIONS: What led you to choose this field of employment? What have you studied or what job experiences have you had that might have prepared you for this line of work? What types of jobs have you held? What types of volunteer work experience have you done? What skills have you developed? What do you know about our company? What do you see yourself doing five years from now? What are the most important rewards you expect in your career?

a.3 A. Business ownership

Have students brainstorm to define the word *entrepreneur*. (Entrepreneur—a person who creates his own business and manages that business.) KEY QUESTIONS: Have you ever been an entrepreneur? What business did you start? Have you ever provided a child care service, a lawn care service, a band, a photography service, a refreshment service, or a house-cleaning service for someone? Were you successful? If no, what caused your business to fail? What improvements could be made to increase your business' success? Have you ever considered having your own business as an adult? Why or why not? What are the advantages and disadvantages of owning your own business? Considering your values and abilities, what are some businesses that you could start?

Have students view Teaching Aid 118, Starting a Business, to see the steps to consider before making a decision about what kind of business to start. KEY QUESTIONS:

1) Choose a business. Does the individual have the necessary interests and abilities for this area? Does the individual have enough money to finance the new business?
2) Financing a business. Does the individual know the amount of money it will take to start this business?

Does the individual have this amount or will he/she need to borrow it? Where can the individual go to borrow this? What kind of profit will be expected? How long will it take to pay back the loans?

3) Decide on a partner. Does the individual want to keep the business as an individual effort, or prefer to share the responsibilities and costs with someone else? Does the person know someone with similar interests with whom she/he could work well? What are the advantages and disadvantages of having a partner?
4) Customers. Who will the customers be? Are there already other businesses to compete with to get these customers? Do the customers need a business such as the one being considered? Are the customers the business will want to reach from a certain area? If so, can the business be located nearby?
5) Location. What kind of space and facilities will be needed? Into what area does the individual want to locate the business? Does the individual plan to expand? If so, is there room? Is there sufficient parking?
6) Equipment. What kind of equipment will be needed? What are the costs of this equipment? Can the individual find the equipment used or will you have to buy new? What is the cost difference between new and used equipment?
7) Decide on products or services to provide. Exactly what services and/or products will be provided? Does the individual have enough money, space, and manpower to create a supply of these products? If not, how will the individual overcome this problem?
8) Keeps records. Does the individual know the basic record-keeping skills? How will the individual keep up with the inventory and the sales? Will the individual need to hire an accountant or can she/he do these things?
9) Legal decisions. What permits are needed? What are the laws regarding businesses in the community? How will the individual learn about these laws?
10) Insurance. What amount of insurance will the individual need to purchase? Who could help with this decision?
11) Advertising. What forms of media will be used—TV, radio, magazine or newspaper ads?
12) Costs to customer. Are prices realistic and competitive? What sales techniques will be needed?
13) Employees. What kind of help can the individual afford to pay?

Assess students' understanding and knowledge of the meaning of the term entrepreneur. Lead a class discussion regarding ownership responsibilities which may be unique from other business ownerships related to home economics. Have students list the different types of business ownership that an individual may begin in a consumer/economics career.

NOTE: If business ownership has already been addressed and students have mastered the element, lead a discussion on entrepreneurial opportunities which are unique to this occupational area, such as size of town, facility needed, and customer characteristics.

Encourage students to create a new idea for an occupation or business related to management, consumer education/economics, food and nutrition, or individual and family health that could be started in their home or community. KEY QUESTIONS: How could this benefit you if the employment outlook was unsatisfactory? How would this business or occupation help the particular industry? How could this occupation or business help you? What would it take to create this business? How would you let people know about the business? What research should be accomplished first before beginning business?

As a class, have students decide on an entrepreneurial fund raising project. Have the students go through each step above in planning the project and have them set up the minibusiness. Have the class divide into groups to answer the above questions before they actually begin their business. They could offer such services as a laundry service, child care, lunch or dinner preparation, greeting card service, delivery service, gardening service, etc. Have every group carefully answer the questions, then set up operating procedures. A task division list should be made so that each person is familiar with what they are responsible for carrying out. The task division list should give job descriptions. Have the students decide on the best time to carry out the project.

B. Management practices and multiple roles

Divide students into groups. Have groups develop role plays that depict possible problems and their solutions concerning home management and child-care problems that could arise because of employment outside the home. Following each group's presentation, obtain feedback from other class members as to whether they agree with the group's solution and their suggestions for other possible solutions.

Assign class project to prepare a questionnaire to identify the effects of employment on home management and child care. Have students poll a variety of people with differing family lifestyles. Tally results and make a chart to share with the class. Have students write newspaper articles about the project and its findings for submission to the school or local newspaper, if possible.

Have students identify ways a family's use of resources would be affected by both of the parents working outside the home. KEY QUESTIONS: What are some resources a family has to help it manage its life style and home? Which are material resources and non-material resources? What are some ways a family's use of resources would be affected by both parents working outside the home? What effects would their working outside the home have on children ages 0-5, 6-12, 13-15, 16-18? What can families do to manage better? What additional home management responsibilities would the children need to assume? How would these responsibilities help the children? the family as a whole?

Ask students to write down the roles they, their mother, father, brothers, and sisters assume, as well as any other person or family member that may be living with them. Have students share their lists with class members. Compile the roles listed by class members. KEY QUESTIONS: Do you think some family members should assume more roles or responsibilities? Why? Are there special situations in some families that may explain why roles are held by certain members at this time that were held by others at another time? Why? How does the assumption of certain roles help a family manage itself overall, especially if the parents work outside the home? What conflicts may occur in home management when role expectations differ? How can these conflicts be resolved?

Lead a discussion about how employment skills from a career or job in a management field, consumer education/economics field, food and nutrition field, or individual and family health field may help a person with duties at home and how skills at home might help on the job. Have students give examples. KEY QUESTION: How might these skills help in the management of multiple roles?

Divide students into groups. Have each group write a story based on a family situation, such as both the wife and husband need to work for the couple to reach their goals; the wife wants to work to build a career; the husband is a full-time employee while the wife is a full-time homemaker; the wife is a full-time employee while the husband is a full-time student. Groups may add children and family activities to their stories. Stories should discuss management practices the family might need to employ in each situation. Evaluate each group's report on the basis of content and effective communication skills. KEY QUESTIONS: What management techniques might the couple need to employ to manage their multiple roles effectively? What effect would each situation have on the family's lifestyle?

Ask students to examine their own attitudes regarding the dual homemaking and gainful employment roles. Have them write a short paper telling why they are for or against assuming a dual role. Share students' opinions in class. Evaluate papers for content and effective communication skills.

Ask students to list life management techniques that would enhance productivity on the job. Examples might include time management techniques, ability to organize, positive attitude, decision making, goal setting, establishing priorities, etc. Have students identify other management skills that would be useful in enhancing job productivity.

Lead a class discussion about the meaning of the following statements: "Time management equals priority management which equals self-control." "Some people manage other people more easily and effectively than they manage themselves." "We do things that we ought not to do and we leave undone the things that we should have done." "We can be our own best friends and our own worst enemies." Relate the statements to the enhancement or detriment of job productivity.

Assign students to interview family members to identify ways their jobs and household duties are influenced by their management skills. Lead a discussion about management skills practiced on the job that might be a positive influence on home management. Give several examples. Also, discuss management skills that are practiced at home that might be a positive influence on the job.

Ask students to analyze their own strengths and weaknesses in various life management skills. Have them list these skills under separate columns headed My Strengths and My Weaknesses. Have students write a brief description of how to improve the weaker areas. Evaluate students' writing on the basis of content and effective communication skills.

Ask students to survey and determine the number of women working outside the home in your community. Compile a list of the types of work they do. KEY QUESTIONS: How many jobs are related in some way to consumer education/economics? management? to food and nutrition? individual and family health? Why do you think this is so?

Encourage students to brainstorm skills acquired in performing various homemaking responsibilities which might be useful in gaining employment outside the home in a management, consumer education/economics, food and nutrition, or individual and family health field. KEY QUESTIONS: What skills do homemakers have that may be useful in gaining employment outside the home in one of these fields? How is being a homemaker a career?

Assign students to read articles in current magazines that discuss how Americans with multiple roles manage homes and families or suggestions for improved home and family management. Instruct students to write a brief summary of the article and its major points and present the summary orally in class. Evaluate student reports on the basis of content and effective communication skills. KEY QUESTIONS: How well would the information help a dual-career family or person with multiple roles manage home and work duties? Why?

Invite a panel of adults who assume multiple roles, are part of dual-career families and represent various stages of the family life cycle. Have panel discuss personal management patterns and achievement of family goals. KEY QUESTIONS: What is the present composition of your family? What roles do you have? How does holding more than one role affect your personal, family, job and household management? What management problems have you experienced during the beginning stage and what solutions did you find?

Lead a class discussion with students on the importance of being able to plan, organize, and manage their own lives and the impact that management skills will have on assuming roles as adults. Students may want to refer to their notes from the unit on management and the section in this unit on management techniques in preparing meals to better participate in the discussion. KEY QUESTIONS: How can management skills help a person assume multiple roles successfully? Can a person handle multiple roles successfully without much management? Why?

Lead a class discussion on ways management at home can affect efficiency on the job in management, consumer education/economics, food and nutrition, individual and family health and other careers. KEY QUESTIONS: What concepts and skills practiced at home can contribute to job efficiency? Which factors in management may need to be adjusted in order to apply them to manage a career or a dual role?

C. Occupational demands and rewards in personal and family life

Lead a discussion about the rewards and demands placed on family life by jobs outside the home. KEY QUESTIONS: What rewards are placed on family life by jobs? Why are the rewards beneficial to all family members? What demands are placed on family life by jobs? How can an employee help to alleviate such stress on family life? What can family members do to help the situation? Do the family members gain anything personally from the job? What help is there for people who take job stress home to their families?

Lead students in a discussion about commuting time, car pools, parking fees and/or public transportation costs that are a major factor of employment in some areas. Ask students to cite examples that family members have experienced regarding costs in money and time for getting to and from work.

Lead a class discussion about the stress associated with travel time to work. To foster discussion, conduct a class poll to determine how many students have to travel more than 20 miles to school. Point out to students some costs and stress. KEY QUESTIONS: Does one feel positive or negative about the drive? Can travel time be rewarding? How? What are the extra costs in travel? What can people do to make better use of the time associated with travel to work? to lessen the stress in travel time?

Lead a discussion about the demands that are common to most occupations, such as: 40 hour or longer work week, uniforms or dress standards, travel and/or relocation, loyalty to the company and employer, honesty, cooperation with co-workers and supervisors, dependability, attendance, initiative, acceptable quality and quantity of work, adaptability, a positive attitude, etc.

Assign readings and reports to the class on articles in periodicals, such as *Business Week*, related to the emerging employment trends of job sharing and flextime jobs. Following the reports, lead a class discussion on the rewards and demands of these types of employment. Include examples, such as job sharing and flextime employment. Evaluate students on communication skills and content of reports.

Have students interview persons to learn their reasons for working in their chosen careers and their reasons for their job choice. Evaluate students reports for demonstration of good communication skills and content. KEY QUESTION: What effect has their job choice had on their individual and family lifestyle and relationships?

D. Effective money management

NOTE: Material on effective money management is found in various sections of this book. Unit VI deals strictly with money management. Other sections discuss money management in relation to the specific subject area such as Unit I regarding family life, Unit III regarding consumer aspects of clothing, Unit IV dealing with types and costs of housing, Unit V regarding resources and their responsible uses, Unit VII discussing food preparation techniques, and Unit VIII regarding factors involved in health decisions.

NOTE: Additional experiences could be provided students through activities regarding proper maintenance of items which would be cost savings for the individual.

Have students study references and interview parents and/or other home owners to discover factors related to the operation and maintenance of housing. Estimate the costs related to these factors in various types of housing. Lead students in a discussion about how the proper use and care of the home, its furnishings and equipment will reduce the maintenance and repair costs.

Instruct students to work with their families to find ways to reduce home operating and maintenance costs. Examples: making regular checks of equipment, following manufacturer's instructions in use of equipment, cleaning regularly, and painting and repairing as needed. Have students put some of the suggestions into practice and report on their work. Have them present their plan to minimize home operating and maintenance costs. KEY QUESTIONS: What skills may be useful in do-it-yourself home projects? What costs, time and energy are required for each project if checked on a regular basis and used properly compared to if not maintained and operated properly? How do these methods help a family manage money better? How might skills learned in these activities be useful on the job or obtaining employment as well as helping with money management?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT V

COMPETENCY: (b.5) *Concepts and skills related to the meaning and elements of management for daily living.*

SUB-COMPETENCIES:

(A) *Identify personal priorities, goals, and standards.*

(B) *Distinguish between needs and wants.*

(C) *Describe the steps of management.*

(D) *Describe various types of resources and their responsible use.*

(E) *Identify the decision-making steps, influences, and implications.*

(F) *Describe factors which influence family management practices.*

(G) *Analyze roles of family members and division of responsibilities.*

CONCEPTS

V. Management for daily living
   A. Personal priorities, goals, and standards
      1. Establishing goals

LEARNING AND EVALUATION EXPERIENCES

Have students use resources such as textbooks and dictionaries to write definitions of *goals*. Choose one well-written definition and write on chalkboard. One example of a definition is as follows: Broad statements of expected achievement. Explain to students what is meant by long-term goals and short-term goals. Short-term: Stepping stones to long-term goals and usually less than one year time-wise. Long-term: Reflects one's highest values, requires the most time, energy, and other resources, and usually two to 10 years time-wise. Give an example of each type of goal. For example, a long-term goal could be to attend college, and a short-term goal could be to make an A on the next test in home economics or math.[B]

Ask students complete the following sentence: If I valued..., my main goal would be to.... Examples of values to be used in the blank are a follows: education, family life, wealth, popularity, security, freedom, health, and religion. After students have completed the sentence, instruct them to write a brief paragraph describing how they would meet this goal and the necessary short-term goals. Evaluate students' paragraphs on the basis of content and effective communication skills. CRITICAL QUESTIONS: How do values influence goals? Why do values have an influence

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[B] = Basic Skill Reinforcement

on goals? How do you think the achievement of long and short-term goals affect your values? Are some goals more important than others? Why?[B] [C]

Lead a class discussion on how individual goals relate to family goals. KEY QUESTIONS: What are examples of family goals? How are these goals related to one's personal goals? Are the goals compatible or incompatible? What kind of life is suggested by family goals? Are these goals similar or different from the goals which friends, neighbors, and teachers appear to hold based on their actions and possessions? Are these goals realistic? How committed are the different family members to the attainment of the goal?[C]

Have students list five long-term goals and five short-term goals. Instruct students to draw a number line with every 10 years represented on it. Have students place the goals on the number line where they believe the goal will be accomplished. An example of the number line is as follows:
Goals:

Years: 10 20 30 40 50 60 70 80 90 100
KEY QUESTIONS: How did one determine one's goals? Are some goals more important than others? Are values reflected in goals? Have some goals eventually changed? Are the goals realistic and attainable? How can goals give a person direction in life?[C]

Have students analyze one of the long-term goals previously listed. KEY QUESTIONS: What short-term goals will be necessary to reach the long-term goal? What values influenced the choice of the long-term goal? How are values related to the short-term and long-term goals? Should goals be flexible? What happens if some short-term goals cannot be met? Have students write these answers in a journal for personal reference.[B] [C]

Refer students to Teaching Aid 83, Family Life Cycle. After discussing each stage, have each student interview three people who are of different ages and stages in life. For example, an elementary student, a teenager, a college student, a single adult, a newly married couple, a middle-aged couple, and a senior citizen. Instruct students to ask interviewees questions dealing with long-term and short-term goals. In class, have students orally report the findings and discuss the differences and similarities among people of different ages and stages in life. Evaluate each student's ability to communicate orally during the reports. CRITICAL

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[C] = Common Essential Element

QUESTIONS: How does a person's age or stage in life affect their personal goals? Why does age or stage have an affect on a person's goals? Why are there differences among people of different ages and stages in life? Why are there similarities among people of different ages and stages in life?[B] [C]

2. Personal priorities

Have the students define *priority*. An example of a definition is as follows: The ranking of a value and goal based on its importance to oneself. Lead a class discussion on various methods different families use to set priorities. Show students Teaching Aid 84, Setting Priorities, which describes the establishment of priorities. Ask students to give examples of how short-term goals can be prioritized to achieve long-term goals. KEY QUESTIONS: What happens to lower priorities as higher priorities are reached? How does establishing priorities relate to personal needs and wants? What are some various methods people use to set priorities for needs, wants and goals?

Have students use short-term goals and long-term goals listed in a previous activity. Have students arrange goals in order of personal importance. KEY QUESTIONS: Is it difficult to arrange these goals? Why? Would friends or parents have a different arrangement? How did one make a choice in prioritizing the goals? Are choices considered unchangeable? What factors were considered in prioritizing? CRITICAL QUESTIONS: Why are priorities important in accomplishing goals? What would happen to higher priority items if too much time was spent on lower priority items? Why? How does setting priorities help a person manage tasks and time better? accomplish goals easier?[C]

3. Identifying standards

Lead a class discussion on what is meant by the term *standard*. KEY QUESTIONS: How do standards begin and why? What are flexible standards? How do standards affect one's goals? Is it important for standards to be realistic? What is meant by standard of living and what is its relationship to standards?

Lead students to brainstorm to identify examples of standards which could be held for the following: grades in school, personal appearance, and neatness of room. Lead a class discussion on circumstances where it would be necessary to have flexible standards. CRITICAL QUESTIONS: Why do a person's standards change to fit various situations? Why are some people's standards different from others?

Show students Teaching Aid 85, Bed Making Standards, which illustrates various standards in regard to bed making. Lead a class

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[C] = Common Essential Element

discussion on the illustration and ask students to consider which standard of bed making represents one's own standard and why. KEY QUESTIONS: Would one have a different standard if a friend was coming over? Is one's standard different from standards of parents or other adults?

Conduct a class discussion on the influence people have on another person's standards. KEY QUESTIONS: What influence do parents have on young children or young adults? Is one easily influenced? Does one feel it is important to keep up the same standard as friends? In what circumstances is it important to have rigid personal standards? CRITICAL QUESTION: Why do other people have an influence on a person's standards?[C]

Ask students to consider a situation in which one has been instructed to perform a particular task such as cleaning the classroom, sweeping the gym floor, washing windows at home, preparing breakfast for the family, or doing the dishes at home. KEY QUESTIONS: What standard would be chosen to carry out the task? Is the chosen standard flexible and able to vary from situation to situation? CRITICAL QUESTIONS: Why would a person carry a higher standard for performance of a particular task in one situation and a lower standard for the same task in another situation? How do a person's standards influence the impressions others have of that person? Are these impressions usually accurate portrayals of the person? Why?

4. Interrelatedness of goals, priorities, and standards

Conduct a class discussion on the relationships between goals, priorities, and standards. KEY QUESTIONS: How do standards and priorities influence one's goals? Are standards ever in conflict with one's goals? How are goals, priorities, and standards important to management? Evaluate paragraphs for content and demonstration of effective written communication.[B] [C]

Have students consult definitions of *goals*, *personal priorities*, and *standards* based on the material covered in class thus far. Instruct students to prepare a brief paragraph explaining how they relate to each other and to management.[B] [C]

B. Needs and wants

Have the students write a definition of *needs* and a definition of *wants*. After reading the definitions have students compare their definitions with the dictionary meaning. CRITICAL QUESTIONS: Does everyone distinguish needs and wants the same way? Why are there differences in definitions? Are there items that may be a need in one situation and a want in another situation? Why?

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Have students give examples of needs. Write the responses on the chalkboard. Have students give examples of wants and write the responses on the chalkboard. Point out to the students that there are individual differences in distinguishing needs from wants. Some people's needs are other's wants and vice versa.

Divide the students into pairs and instruct each student to list two wants and two needs. Have students exchange the list with their classmate, and discuss the differences to emphasize how different values, standards, and goals influence one's classification of needs and wants. CRITICAL QUESTIONS: How does a person's values, standards, and goals influence their needs and wants? their opinion of another person's needs and wants? Why?

List items on cards that can be considered a need or a want. Use lists from previous exercise. Drop the cards into boxes labeled "needs" and "wants." Prepare the class for debates by dividing the class into groups as follows: Group 1 will draw a card from the needs box and defend it. Group 2 will oppose Group 1. Group 3 will draw a card from the wants box and defend it. Group 4 will oppose Group 3. Have each group elect a team captain to be in charge of the group. Before beginning, draw up rules and review the procedure to be followed. Designate the first round as a practice round and guide students through the procedure, giving pointers on how to defend a subject. Take a class vote to determine the group presenting the most convincing argument. Evaluate the debates on content and the students' ability to communicate effectively through oral debates.[C]

Have the students write a brief essay stating the reasons why different opinions were expressed in the debate. Instruct students to consider in the essay if needs and wants are different for each individual and if there are certain needs that are the same for most people. Evaluate essays for content and demonstration of effective written communication.[B] [C]

1. Factors that influence needs and wants

Lead a class discussion on factors that influence one's needs and wants such as age, sex, life cycle stage, health, associates, religion, work, climate, values, family background, and advertising and selling methods. Have students analyze how these factors influence what people consider needs and wants and how goal priorities are set. Lead students to brainstorm to determine examples of each factor. CRITICAL QUESTIONS: Why does advertising affect a person's needs,wants, and goals? Why do each of the other factors influence a person's needs, wants and goals? How have each of the listed factors affected or influenced

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[C] = Common Essential Element

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any of your needs, wants or goals? Did you realize their influence at the time? How did you handle the situations?[C]

Have the students interview five people of different ages, sex, and stages of life. Instruct the students to ask the interviewee questions dealing with wants and needs. In class, have the students orally report what various needs and wants were reported by the interviewees, and present an analysis of how people's needs and wants compare and contrast across age, sex, and stage of life lines. Evaluate oral reports on the basis of demonstration of effective oral communication. CRITICAL QUESTIONS: How do people's needs and wants compare across age, sex and stage of life lines? How do their needs and wants contrast across age, sex and stage of life lines? Why do they compare or contrast?[B] [C]

Have students recall a recent purchase of an item considered to be a want. KEY QUESTIONS: What factors led to the purchase? Did advertising play a large part in the purchase? Were values considered in the purchase? Were other family members' opinions taken into consideration? Was cost a consideration? How much savings/loss was involved?[B]

Invite a local advertiser to be guest speaker in class. Ask the speaker to discuss techniques used to make advertisements appeal to the consumer and how it can save money if good consumer practices are used. Have students find an advertisement in a magazine and prepare questions about the advertisement. Ask the speaker to allow time for questions. CRITICAL QUESTIONS: Why do advertisers design advertisements to appeal to a particular consumer and attempt to influence the consumer's idea of his/her needs or wants? Using specific ads as an example, how do the ads try to influence the consumer?

Have students list what has been bought because of want giving costs. Lead a class discussion on the costs of wants.

2. Values for determination

Divide the students into small groups. Have the groups discuss the following CRITICAL QUESTIONS: What is the relationship between values and the ways in which needs and wants are met? Do most individuals have the same needs? What are some of the reasons for differences in individuals' needs and wants? How do peer group pressures affect needs and wants? What are some of the needs and wants of teenagers today, and what influences the meeting of these needs? Instruct each group to elect a leader to record answers and report orally to the class.

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[B] = Basic Skill Reinforcement

Have the students role play making a decision between two purchases such as a new bed for a family member and a new color TV. Have the students take turns participating in role playing using different purchases each time. Have students role play making a decision between a purchase and a nonpurchase item such as deciding whether to purchase a dishwasher or going on a family outing. Have students compare the results of each of the role plays. KEY QUESTIONS: What values and goals are illustrated during the role play situations? Are there circumstances that would produce different outcomes in the role plays? Do the values and goals illustrated differ from situation to situation? Can the same item or purchase satisfy a need in one family and a want in another family? If so, why? What different values and goals are demonstrated when one is deciding between a purchase and a nonpurchase item? What are the cost benefits?[B]

Invite a panel of adults to class to discuss ways that one can satisfy needs and wants and still live within a financial plan. Ask the panel to discuss the involvement of family members and the process of planning and implementing a financial plan. CRITICAL QUESTIONS: How do financial plans help people satisfy needs and wants. Why do people find financial plans helpful? Are financial plans always helpful? Why or why not?[C]

C. Steps in the management process
   1. Planning

Review materials on the management process. Lead a class discussion on the planning phase of the process. KEY QUESTIONS: What role does decision making play in planning? How can families reach decisions which involve everyone?

Lead students to brainstorm to identify decisions resulting from a major family decision, such as moving to another city, deciding to have a child, or buying a new car. Conduct a class discussion on how one major decision leads to a chain of minor decisions. Why is it necessary to plan carefully before making a major decision?

Develop a bulletin board to illustrate the effect of one decision on another during the planning phase of the management process. Examples might illustrate the domino effect or a chain showing one decision linking other decisions together.

Have students practice personal use of the planning phase in the management process. Students should begin by writing down a plan for everything they will do tomorrow. Students should follow the plan. KEY QUESTIONS: Were many adjustments made to the plan during the day? Was everything planned accomplished?

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[C] = Common Essential Element

Instruct students to develop a plan for personal activities for next week beginning with Monday. Students should follow the plan throughout the week, making notes on the changes that are necessary. On Friday, students should review the plan and their notes. KEY QUESTIONS: Was the plan followed without making many changes? Was the plan flexible enough to allow for the necessary changes?

2. Controlling

Lead a class discussion on the methods that families can use to control their plans as they are put into action. KEY QUESTIONS: Can all members be involved in the controlling phase? Would some plans be best controlled by one or two persons rather than a group? Why?

Identify ways that children can be involved in the controlling phase of management so that they can develop their skills. KEY QUESTIONS: What restraints might be necessary? Would supervision be necessary? Who should provide any necessary supervision?

Have students role play a supervisory situation where a young child is performing the controlling phase of management. Lead a class discussion on the results including suggestions of other ways of carrying out the supervision. Which suggestion might be the most effective? Why?

3. Evaluating

Have students make a list of some informal evaluation methods which might be used by families to determine if the management process is working. KEY QUESTIONS: If plans do not work out well, how could the phase in which the problem occurred be determined? How would this information help improve management in the future?

Lead students to use the management process to plan, control, and evaluate procedures used in carrying out classroom routines such as rotating lab duties, keeping the department clean and tidy, and preparing bulletin boards or displays.

Instruct students to use the steps in the management process to make a plan for reaching a current goal. Students should write the plan down and use it. Evaluate the results. Have volunteers share outcomes with the class.

Have students analyze the results of a recent FHA/HERO project which was planned and carried out by members. KEY QUESTIONS: Was the goal achieved? Did the original plan work or were adjustments made during the action phase? How can evaluating the results of planning and management activities help you make more effective plans for the next situation?

D. Types of resources and responsible use

Have the students study the definitions of *resources* in textbooks and the dictionary. An example of a definition is as follows: An element that helps one reach one's goals. Examples of resources are health, information, time, energy, skills, money, relationships, and the environment. Instruct students to list different types of resources that are available, and compare lists with their classmates.[B]

Classify resources into the following three divisions: 1) Human/Labor, 2) Material/Capital, and 3) Environmental/Land. Provide the students with examples of each division. Division 1 includes such things as human attitudes, knowledge, skills, creativity, time, energy, and interests. Examples of Division 2 include income, savings, home, car, investments, credit, and clothing. Division 3 includes items such as governmental agencies, economic institutions, minerals, water, transportation and mass communication facilities, and social organizations. Lead the students to brainstorm for other examples of each type of resource.

Show students Teaching Aid 86, Categories of Resources, which illustrates the three types of resources. Lead a class discussion on each resource listed. CRITICAL QUESTIONS: How do human resources differ from material or environmental resources? How does each type of resource help people achieve goals or satisfy needs or wants? Can a person use material resources efficiently without human resources? Why? Can a person use human resources without having material resources? Why? How do human or material resources affect environmental resources ?

1. Human/Labor

Conduct a class discussion on the human resources of time, energy, attitudes, skills, and knowledge. KEY QUESTIONS: How is the resource of time unique? Can most of the human resources be expanded? How can these resources help facilitate home management?

Have the students make a time plan for a day and follow it. When using the plan, have students make notes of where the plan works well and where it is not adequate. Have students add up total number of minutes spent on each category of activities. Instruct students to write a brief paragraph considering how to utilize time more efficiently. Evaluate students' ability to communicate in writing.[B] [C]

Have the students list personal resources using Teaching Aid 87, My Resources. CRITICAL QUESTIONS: How do these

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	resources affect individuals' lives? Are there ways the listed resources can be expanded and improved? Is there the need for more resources in certain areas? If so, why? Are there resources that are not used properly or to their full potential? How could one obtain more resources? Instruct students to write a paper describing two or three things wanted or needed. Have students decide what human resources can help achieve this want or need, and explain how the resources will be used. Evaluate the paper for content and demonstration of effective written communication.[B] [C]
2. Material/Capital	Lead students to brainstorm to identify material resources available. Have students consider how these resources can be increased. For example, investing in a new car would be one way to increase material resources. CRITICAL QUESTIONS: How can increasing material resources decrease money? What effects do material resources have on other resources such as the environment, energy, and time?[B] Conduct a class discussion on the relationship between material resources and human resources. Have students consider how these two divisions of resources contribute to effective home management. To stimulate discussion, have the students select a home management related task such as buying groceries, cleaning a closet, balancing a checkbook, or preparing a snack. Ask students to brainstorm for a list of human and material resources that could be used to perform the selected task. Lead a class discussion on ways people can increase their material resources while considering cost. To stimulate discussion, list examples of material resources on the chalkboard. The list should include the following: food, owned home, car, clothing, jewelry, savings, wages, investments, fringe benefits, earning power, and government benefits. CRITICAL QUESTIONS: Is it important to have a spending plan? Why? Can credit help increase material resources? How? What are the steps in financial planning? Do families differ in the way a spending plan is carried out? How? Is it useful to have an inventory of assets? What are the benefits of savings?[B]
3. Environmental/Land	Lead students to brainstorm to identify natural resources found in the community. Examples would be as follows: water, population, air, energy sources, land production, minerals, parks, and the natural beauty of surroundings. Have students develop a display table showing natural resources available in the community.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Include photographs, newspaper articles, advertisements, and brochures. The local Chamber of Commerce is a good source for such materials. CRITICAL QUESTION: Why do you consider each of these examples resources? How do each of them benefit a community?[B]

Lead a class discussion on the availability of community resources such as schools, libraries, water suppliers, health services, sewage treatment plants, recreational programs and facilities, public transportation, and shopping facilities. KEY QUESTIONS: How does each of the above examples benefit the community? How many people are employed at the various facilities? How many people does the facility serve?

Have students survey the local newspaper and/or telephone book to determine how many social and service clubs or organizations meet in the community and what each organization does for the community. Instruct students to write a brief report explaining how each of these organizations may be considered a resource. Have students present the reports orally to the class. Evaluate the students' communication skills, and the content of the report.[B] [C]

Show students Teaching Aid 88, Energy Sources, which illustrates the energy sources. Have students consult the library to find references on one of the energy sources. Instruct students to write a report over the selected topic. Evaluate papers on the basis of effective communication skills and content.[B] [C]

Conduct a class discussion on resources supplied by governmental agencies and their immediate and future costs/savings. KEY QUESTIONS: What are transfer payments? Do these payments cover the necessary costs? Who pays for these benefits?[B]

4. Responsible use of resources

Have students use references and dictionaries to define *conservation*. An example of a definition is as follows: The saving of resources by evaluating usage and cutting down where possible. CRITICAL QUESTIONS: Why is the conservation of resources such as time, energy, and money important? Which resource is the most tempting to waste? Which is the easiest to control? Why?[B]

Invite a representative from a governmental or community agency, such as the Soil Conservation Service, to be a guest speaker in class. Ask the speaker to discuss the environmental concerns in the local community and ways to manage these concerns

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[B] = Basic Skill Reinforcement

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effectively. Ask students to prepare questions before class, and ask the speaker to allow time for questions.

Have the students write essays about one aspect of conservation such as water, soil, or time conservation. Instruct students to consult the library for references. Have students present the reports orally in class. Evaluate the students' effectiveness in oral communication. CRITICAL QUESTIONS: How does conservation affect the usage of a resource? Why is conservation important? Was conservation always important? Why?[B] [C]

Have the students brainstorm and identify circumstances that require the conservation of resources. Examples of circumstances to be given by the students are as follows: shortages of gasoline, illness, shortages of water, sudden loss of job, wartime, and depression in the economy. Conduct a class discussion on ways one can manage these circumstances by conserving resources. CRITICAL QUESTIONS: How does the implementation of conservation measures help people to manage resources more effectively? When conservation is less important, should people continue conservation measures? Why?

Have students keep an energy log for three days. Divide the class into two groups. Have one group record instances where energy was saved such as turning off lights, turning off water while soaping hair or brushing teeth, walking or riding a bike, and rolling down car windows. Have the other group record instances where resources could have been saved and add up savings such as time and money. Conduct a class discussion on results and consider new ideas for conserving energy.[B] [C]

E. Decision-making steps, influences, and implications
  1. Steps

Have students view Teaching Aid 89, Steps to Decision Making, which illustrates the steps in decision making. Conduct a class discussion on each step and provide examples.

Introduce the importance of determining values in defining a problem, which is the second step in decision making. Have the students respond to the following open-ended statements as an illustration of determining values:

1) On weekends, I like to....
2) If I had a million dollars I would....
3) If I had one day to live I would....
4) I like people who....
5) People upset me who....
6) My children will never have to do....
7) If I had Aladdin's lamp, I would wish for....

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

8) If I had a week to spend any way I wanted....
9) I get most angry when....
10) I am the happiest when....

Provide the students with an example of a decision such as what classes to take next year, whether or not to look for a summer job, buying a used car, and what office to run for in an organization such as FHA/HERO. Have students make a chart listing the six steps in decision making at the left. Have students fill in the spaces to the right of the steps with descriptions of the problem, values and goals related to the problem, possible alternatives, the final decision, and the evaluation of the decision. Review outcomes in class.[B] [C]

Divide the class into small groups. Instruct each group to select a problem from those used as examples in the above activity. Have each group role play the problems and discuss each of the steps in the decision-making process in order to reach a solution. CRITICAL QUESTIONS: What risks or elements of uncertainty are involved? How may these risks be reduced? What may be the outcome of the decision reached? Why would these outcomes happen?[C]

Have the students think back to a recent decision. Instruct them to evaluate the decision in regard to how well the steps in decision making were carried out. CRITICAL QUESTIONS: Were the steps attempted? Which step was the hardest to accomplish? Which was the easiest? Would the same solution be reached at another point in time? When is it necessary to start the process over after reaching the last step? Would each person solve the same decision the same way? Why is it important to check the alternatives? Why are decisions difficult? Is there a certain degree of risk involved?

2. Influences on decision making
   a. Personal factors

Ask the students for examples of factors that are considered when making a personal decision. Student responses should include the following: individual needs, preferences, information, peer pressure, responsibilities to oneself and others, availability of personal resources, habits, customs and traditions, ethnic or culture group, and expectations or goals. Lead a class discussion on the impact of each factor on decision making.

Lead a discussion about the effect of past experiences on decisions that will be made in the future. Include in the discussion the following key questions. Have students write a paragraph in a journal describing how past decisions have influenced their

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decision making. KEY QUESTIONS: Do people learn from mistakes? Do they also learn from successful experiences? Is it always easy to apply what has been learned? Is it possible to learn from others' experiences?[B] [C]

Conduct a class discussion on the impact one's values have on decisions. KEY QUESTIONS: Do values directly influence one's decisions? Do conflicts arise from differences in values and decisions made? What is an example of a decision that would be influenced by one's values? Is there an example of a decision that is not based on values?

Have the students select a problem on which to gather information for making a decision or finding a solution. Examples of problems are as follows: buying a used car, finding a fund raising project for the FHA/HERO chapter, and planning a safe diet for losing 10 pounds. Have students write a paper describing the information found and how it would influence a person's decision making. Evaluate the paper in terms of content and demonstration of effective written communication.[B] [C]

b. Group factors

Divide the class into small groups. Instruct students to utilize the decision-making steps to reach a decision concerning a fictitious situation. Examples of situations are as follows: what to have in the class booth at the school fair, what name to change the school's mascot to, what entertainment to have at a banquet, and who to support in the next U.S. presidential election. Have groups elect a group leader to record the progress of the group and report to the class. Then have students work independently to make a fictitious personal decision. For example what office to run for in an organization, what job to take for the summer, and what classes to take next year. Conduct a class discussion on the differences between group decisions and personal ones. CRITICAL QUESTIONS: What problems are encountered in group decisions? What advantages to group decisions have over personal decisions? Are there ways that group decisions and personal decisions are similar, and if so, in what ways? How are differences of opinions settled in group decisions?[B] [C]

Videotape an episode of a television show based on family situations for students to view in class. Instruct students to take note of the following: manner in which decisions are made, who makes the decisions, what roles each member has in the decision making process, how members react to the decision, what compromises were made by the different family members, and what steps in decision making were carried out. Conduct a class

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	discussion on students' reactions. CRITICAL QUESTIONS: How did family members make decisions? How were their decisions influenced by other family members? Did some family members have more influence in the decision-making process than others? Why?
3. Implications of decisions	Lead a class discussion on how one decision may affect another decision. Focus discussion on a personal or a family situation. Provide the students with a list of resources available to a fictitious family with needs, wants, and goals. Have students consider what effect a decision in this situation would have on resources available for satisfying other needs or wants. For example, if one family member buys a new chair, then there may not be money to buy a new television, washing machine, or other items for the family. In addition, money may not be available for movies or other recreation. Another example is a family in which a decision to move to a new city will benefit some family members and will be a burden to others. Emphasize to students the need to compromise in many family decisions because decisions will have different implications for different family members.[C]
	Ask a manager of a local business to be a guest speaker in class and address how major decisions relate to managing a business. KEY QUESTIONS: How do the major decisions influence minor decisions? What influence does decision making have on management? What would result if decisions were not made with care? Instruct students to be prepared to ask questions concerning the importance of decisions in management.[C]
F. Family management 1. Practices	Have students give examples of processes involved in management. Refer students to Teaching Aid 90, Basic Elements of Management, to review management steps. To stimulate responses, ask students to consider the steps taken to manage a situation such as preparing for a final exam, organizing a closet, and preparing for an FHA/HERO chapter meeting. Students responses should include the following: decision making, communicating, goal setting, planning, controlling, implementing, and evaluating.[C]
	Instruct students to write a paper describing what a home, meaning more than a shelter, should do for the various family members. Emphasize that a home should meet physical, psychological, and social needs. Examples of these needs are as follows: shelter, security, sense of belonging, privacy, relaxation, living space, self-expression, and family interaction. Instruct students to identify in the paper what practices are used by families

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[C] = Common Essential Element

to meet these needs and responsibilities. Evaluate the content of the papers and the students' ability to use written communication effectively.[B] [C]

Lead a class discussion on the meaning of *family management practices*. Have students look up the dictionary definition of *management*. CRITICAL QUESTIONS: What is the purpose of management? In what situations is this word used? Why are people concerned with management? Why is it important to manage well? How can the ability to manage improve family circumstances?

2. Influences on family management practices
   a. Attitudes and motivation

Have students define *attitude*. An example of a definition is as follows: The feeling or position an individual holds toward a person, thing, or topic. Conduct a class discussion on how one's attitudes may affect one's ability to manage. KEY QUESTIONS: What are some examples of positive attitudes that would contribute to effective management? How can attitudes be changed or improved if necessary?[C]

Ask students to conduct role plays in class to demonstrate the effect of attitudes on family management. Divide the class into groups. Have each group create three role plays. Have one group illustrate a family that considers family budgeting important. In a second role play have students illustrate a family that feels family budgeting is necessary evil. Thirdly, have students portray a family whose attitude is that family budgeting is unnecessary. Have the second group conduct role plays depicting time management as important, a necessary evil, and unnecessary. Have the third group role play energy management in the same manner. After the conclusion of the role plays, conduct a class discussion on the effect attitude had on each situation.

Have students define *motivation* as it relates to home management. An example of a definition is as follows: A need or desire within a person or family that stimulates action. Lead a class discussion on how the manager's motivation may affect the ability to manage effectively.[C]

Assign students to interview five family members to find out what motivates them to accomplish the many tasks involved in family management. Have students write a report summarizing the findings and making a comparison to personal motivational elements. Evaluate reports on the basis of content and effective written communication skills. CRITICAL QUESTIONS: Why is

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motivation important in family management? In completing personal tasks? How does motivation help?[B]

b. Family life cycle

Refer students to Teaching Aid 83, Family Life Cycle, to review the stages of the family life cycle. Lead a class discussion on the influence of money income on management during the major stages of the family life cycle. KEY QUESTIONS: During which stage can income be expected to be the largest? During which stage will income probably be the smallest? How will family management be influenced by money income?

Have the students study text, periodicals, and other references to develop a chart or graph illustrating levels of projected income, projected resources including money income, time demands, and energy demands for the family life cycle. Instruct the students write an essay interpreting how the various factors in the family life cycle influence management. Evaluate each essay on the basis of effective communication skills and interpretation of charts.[B] [C]

c. Societal influences

Lead students to brainstorm and list on the chalkboard some major social changes which have occurred in the past 30 years. Examples are as follows: desegregation of schools, school busing, size of families, more women joining the work force, the increasing divorce rate, computer revolution, etc. Conduct a class discussion on how these changes have affected the family, the work force, and family management practices.

Have students interview a parent or grandparent about the social changes that have occurred in the interviewee's lifetime. Instruct students to find out how these changes affected family management. Have students write a brief paper reporting information learned in the interview. Evaluate reports for demonstration of effective written communication skills and content. CRITICAL QUESTIONS: How did social changes affect family management in the past? Why did social changes have those effects? How does social change affect family management today? Why does it have this effect?[B] [C]

Lead a class discussion on how various cultures and ethnic groups differ in family management practices. Divide the class into small groups and have each group select a specific culture or ethnic group to research the family management practices. Instruct groups to elect a group spokesperson to orally report findings to the class.[B] [C]

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Environmental influences	Have students identify the major environmental concerns of the world today. Examples are as follows: ways to save water, save electricity, and reduce pollution. Lead a class discussion on how these concerns relate to family management. Divide the class into small groups. Have each group work together to discover the causes, prevalence, and possible solutions to the concerns. Instruct students to consult the library and contact governmental agencies such as the Soil Conservation Service, U.S. Environmental Agency, and National Park Service to find information. Have students elect a group leader to organize research and present an oral report to the class. Evaluate reports on the basis of content.[B] [C] Ask students to investigate environmental concerns in the local area by contacting local environmental agencies. KEY QUESTIONS: What are major concerns projected for the next 10 years? What solutions are being developed to handle the problems? What can individuals do to help? CRITICAL QUESTIONS: Why should individuals be concerned about environmental changes and concerns? How will the environmental concerns and changes affect future generations? Why is consideration of future generations important ?[C]
e. Economic influences	Conduct a class discussion on economic influences on family management. CRITICAL QUESTIONS: Do two-income families have more or less management problems than one-income families and why? Does increased income contribute to more efficient home management? Do new innovations such as home appliances, cleaning products, and processed food contribute to better management?[C] Assign readings of articles about families that have experienced a change in life style such as winning a lottery, losing a job, inheriting money, moving to a new city or house, going to a new school, having a baby, and having a parent move into the house. Suggested magazines are *Choices*, *Changing Times*, and *Newsweek*. Have students write a paper in which they address the following KEY QUESTIONS: What are the values and goals of the family? Are family members happier with the changed life style? Why? Why not? How are the members coping with management problems?[B] [C]
G. Roles of family members and division of responsibility (labor) 1. Roles	Ask students to explain the meaning of different roles. Explain that assigning roles is essentially a form of task distribution. CRITICAL QUESTIONS: Does task distribution vary from family to family? In what ways do values, goals, needs, wants, and

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resources influence a family's task distribution? What methods are used by various families to distribute management tasks among family members? Can one think of instances where gender is used to distribute tasks in a family? How can one avoid sex bias in task distribution? Can task distribution be based on time, energy, knowledge, and skill rather than gender? How?

Divide the students into small groups and have each group write a skit which demonstrates the different interactions that occur when nontraditional roles are assigned. For example, students could depict the following situations:

1) The mother works, and the father stays home with the children.
2) The wife and husband both work, and there are no children.
3) The wife does the laundry, and the husband does the cooking.
4) A single parent works and takes the child to day care.
5) A girl goes out for the high school football team.
6) A boy takes cooking lessons.

Evaluate students' ability to communicate effectively through role playing.[B] [C]

Conduct a class discussion on the multiple roles of family members. Ask students to identify the roles fulfilled by members in the family. For example, the roles fulfilled by a parent might include parent, wife/husband, teacher, homemaker, wage earner, chauffeur, choir member, financial planner and advisor, and gardener. Consider the different responsibilities of each role and the possibility of conflicts.

Have students interview individuals who are members of different family types to analyze roles and assignment of roles in various circumstances. Examples of different types are as follows:

1) Married couple with no children, single career
2) Married couple with no children, dual career
3) Married couple with children, single career
4) Married couple with children, dual career
5) Single-parent family
6) Three-generation family
7) Retired couple
8) Single member family

Instruct students to discover the different roles assigned in the various family forms and the methods used to assign these roles. Have students prepare a written report of their interviews and

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orally report findings to the class. Evaluate the reports for demonstration of good oral communication skills.[B] [C]

Divide students into small groups and have each group select a family activity, such as planning a vacation, and role play the activity. Evaluate students' ability to communicate well through role playing. Have students write a paper discussing the role play and how it demonstrated multiple roles affecting management practices. Evaluate students' papers for content and good written communication skills. CRITICAL QUESTIONS: How does a person's roles influence his/her responsibilities and management practices? Why is it necessary to consider a person's roles when trying to manage tasks and responsibilities? How do skills, tasks and responsibilities define a person's roles?[B] [C]

Have students analyze personal roles by listing personal responsibilities in each of the following areas: personal belongings, self-improvement, home activities, school activities, and community service. Lead a class discussion on ways students can more effectively manage these responsibilities through time and energy plans, work simplification, etc.[C]

2. Division of labor

Have students prepare a list of tasks related to managing a home, or instruct them to find such a list in a reference in the library. Have the students identify what member in the family should perform each task based on personal opinion. Have students compare lists in class, and discuss the differences and similarities among class members' lists. KEY QUESTIONS: Who else in a family could perform the tasks and why? Are values tied to the division of labor? Why? Why not?[B]

Have students identify reasons the same task may be performed by different family members in different families. KEY QUESTIONS: Why are certain tasks usually performed by the same family member in different families? Does sex of the family member determine which tasks that member will perform? Why? Why not? Are sex roles changing, and if so, why?

Have students plan and develop a bulletin board depicting new trends in the division of labor within homes. For example, students could find a picture of a man helping with the housework in some manner. Lead a class discussion on how traditional roles are changing and what the future may bring.

Have students debate the following topic in class: "The roles and division of labor lines of men and women will blend in years to

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come." Divide students into debate teams. Have each group elect a team captain to be in charge of the group. Before beginning, draw up rules and review the procedure to be followed. Designate the first round as a practice round and guide students through the procedure, giving pointers on how to defend a subject. Take a class vote to determine the group presenting the most convincing argument. Evaluate debates on content and students' ability to communicate effectively through oral debates. Ask students to consider the following questions. CRITICAL QUESTIONS: Will women's and men's roles be the same, determined individually, or different in the future? What changes in society are likely to contribute to changes in future family roles? Why have there been changes in roles and division lines in the past few years? How does one view one's role or multiple roles for the future? How does one react to nonstereotypical roles?[C]

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TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VI

COMPETENCY:	(b.6) *Concepts and skills related to individual consumer responsibilities.*
SUB-COMPETENCIES:	(A) *Summarize rights and responsibilities as a consumer.* (B) *Determine sources of income.* (C) *Develop a plan for managing income.* (D) *Analyze influences on personal spending.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VI. Consumer responsibilities A. Personal roles	Show Teaching Aid 93, Economic Roles of an Individual, to identify the three basic roles in the American economics system: *citizen*, *worker*, and *consumer*. Point out that the three roles overlap and, when the roles are performed by many millions of people, they have a great effect on the nation as a whole. For example, a shift in consumer buying from products made in the U.S.A. to imported goods or vice versa. The shift changes the pattern of the nation's production and employment and affects the foreign exchange value of the dollar. Lead a discussion about the importance of the economic roles of worker, consumer, and citizen in the American economy. Show students Teaching Aid 94, How Individuals Act Out Their Economic Roles, and discuss how individuals act out their three economic roles. Ask the students to explain to the class how they participate in the economic roles. KEY QUESTIONS: Which of the economic roles do individuals play throughout their lives? How do individuals as citizens, workers, and consumers contribute to the flow of economic activity?[B] [C]
1. Citizen	Ask the students to study the handout on Teaching Aid 95, Economic Systems, describing the three major types of economic systems: *capitalism*, *socialism*, and *communism*. Lead a class discussion on the information presented in the handout. Point out that most Americans probably agree that important values of the United States economics system are freedom of choice, competition, limited government, private property, and self-interest. KEY QUESTIONS: How might personal economic freedoms differ under different economic systems? Why is the use of private property discouraged or prohibited in state-controlled

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	societies? What are some of the freedoms that might be lost if living under a government that owned all property?[B] [C]
	Lead a class discussion on Teaching Aid 96, The Economic Roles of the Citizen.
2. Worker	Ask students to use classroom textbooks and library references and write a paragraph to describe a worker in the United States economics system. Students should include factors such as workers sell their resources or labor and in return they receive an income with which they buy goods and services. Have students share the ideas from the paragraphs. Point out that individuals with the same resources often use them quite differently. Evaluate paragraphs for content and demonstration of effective written communication. CRITICAL QUESTIONS: Why do some people work? How does the United States economic system influence the worker? How does freedom of choice affect the worker? competition? limited government?[B] [C]
3. Consumer	Have students research library materials and classroom texts to define an individual called a *consumer*. Ask students to decide on a class definition. Possible definition: Consumers provide the demand for services and goods.
	Have students discuss the economic choices which consumers face: 1) Deciding to spend or save 2) Choosing between the same kinds of products 3) Choosing between different kinds of products 4) Deciding to pay cash or use credit 5) Deciding where to shop 6) Deciding to buy now or later KEY QUESTIONS: How do these choices made by individual consumers influence what is made in the economy? How does the United States economic system influence the consumer?[B] [C]
a. Consumer rights	Assign students the pretest on Teaching Aid 97, Are Consumers at the Mercy of Big Business?, to test their knowledge of consumer rights and responsibilities.[B]
	Have students read and have a class discussion on Teaching Aid 98, Consumer Rights, as outlined by President Kennedy. KEY QUESTIONS: How do these rights benefit the consumer?[B] [C]
b. Consumer responsibilities	Explain that along with consumer rights there are consumer responsibilities. Have students read and discuss Teaching Aid 99,

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Consumer Responsibilities. KEY QUESTIONS for consumer responsibilities as related to consumer rights:

1) The right to be informed—What are some sources of information on goods and services? Where can consumers find information about recent developments and new products? How does the use of this information affect the consumer's right to be informed?
2) The right to safety—How will a consumer know if a product is safe? How do consumers influence the right to safety when they buy goods without first examining them for safety features? If consumers have the right to expect use and care instructions and performance claims, what responsibility goes with this right? How could this right be lost? If advertisements inform, what is the consumer's responsibility in accepting or rejecting the information provided? What kind of information are consumers responsible for getting before buying goods or services? How does the study of safety ratings help meet the responsibilities to the right of safety?
3) The right to choose—When buying a product, what are some pressures that the consumer should take responsibility for resisting? How does buying from habit hurt the consumer's ability to be selective? How does the responsibility to do comparative shopping affect the right to choose? How can the consumer determine whether or not products or services are produced efficiently? What relationship is there between efficient production and fair competitive prices? What are some products that represent a needless waste of limited natural resources? of human resources? In what ways are consumers dishonest in their dealings with merchants and repair people? How does this affect the right to choose?
4) The right to be heard—What should consumers do if they discover irresponsible industries, merchants, or repair-persons? How does the writing of protest letters help meet the responsibility of the right to be heard? Why is it the consumer's responsibility to know where to go for help? What do many consumers tend to do because they do not know where to go for help? How do their actions affect the consumer's right to be heard? How much information should consumers give merchants when they are shopping for a product or services? How does this information, given before purchasing goods or services, help consumers get what they want? Why is it important to write congressional representatives about consumer problems? What difference can this make? Does the

informed consumer have more right to be heard than one who is not informed? Why or why not? If advertisements inform, what is the consumer's responsibility in accepting or rejecting the information provided?

5) The right to redress—How does the consumer determine the time to seek help for a consumer grievance? How does the government help consumers with redress for individual losses as a result of purchases?
6) The right to consumer education—If opportunities for consumer education are provided, how does this affect the affect the consumer's responsibility toward the right to consumer education? What are some publications, pamphlets, workshops, or seminars that educate individuals as consumers?[B] [C]

Lead a class discussion about the consumer's responsibility for using an economic vote. Point out that what is to be produced in the free-market system of the United States is based on the spending of consumers. Explain that consumers vote for a product or service by spending their money for it instead of another. KEY QUESTIONS: What is an economic vote? What is meant by dollar votes? How does business know which goods and services to produce? Why is the economic vote a responsibility of the consumer? What steps should a consumer take to make an effective economic vote?[C]

Explain to students some of the ethical responsibilities of consumers. Lead a class discussion on what effects shoplifting, unnecessary return of goods due to careless buying, and refunds or exchanges resulting from a consumer mishandling products have on businesses. CRITICAL QUESTIONS: Why do consumers have ethical responsibilities? How can each consumer assume the responsibility for ethical behavior? What could happen if consumers were unethical in their behavior? How can the public be informed of the way in which their consumer practices increase the cost of goods and services?[C]

For FHA/HERO or as a Student Occupational Activity, students can plan a project to inform the public of their consumer responsibilities. They might use such media as newspaper articles, radio and T.V. spot announcements, or posters. CRITICAL QUESTIONS: Why does the public need to know about consumer responsibilities? How would your project extend a message to the public about consumer responsibilities? How do you think the

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message would be received? Will the message influence behavior? How or why? What methods are you using to bring the message to the public? Why did you choose this method?[B] [C]

Ask students to complete the following statements to summarize what they have learned about the rights and responsibilities of the consumer: "The rights of a consumer are...," "The responsibilities of a consumer are...." Summaries should be one page on each of the statements. Students can share their answers with class. Evaluate summaries on the basis of content and effective communication skills.[B] [C]

B. Plan for acquisition and utilization of income
  1. Acquisition
    a. Methods and sources

Lead a class discussion on the acquisition and utilization of income. Explain that acquisition is earning or gaining income and utilization is the way in which income is spent. Point out that money can be earned by five methods. Have students view and discuss Teaching Aid 100, Methods of Acquiring Income. KEY QUESTIONS: What are some examples of jobs that would provide each of the above incomes? What is the difference between wages and salaries? What is the difference between commission and tips? Which type do you prefer? Why?

Have students listen to an explanation of the differences in real income and psychic income. Define *real income* as all material goods and services. Explain that real income may be difficult to assess, but it does free money to be used in the purchase of other commodities and services. Examples are food production, clothing care and production and gardening. Define *psychic income* as the satisfaction derived from all material goods and services. Point out that it is similar to an opportunity benefit. Examples are enjoying a new TV set, or reading new books for enjoyment and to learn, trying new cosmetics or styles to improve appearance, using a new golf club to improve game, using a new weight set to improve your health, etc. KEY QUESTIONS: Is money a real or a psychic form of income? Is doing a person's own laundry a form of real or psychic income? What are other examples of real and psychic income? What is most important to you? If psychic and real income are equally important to you, explain why.

Divide students into pairs. Have groups study resources in the classroom or library to find sources of income other than the five methods listed earlier. Have each group report to the class on one source of income they found. Some examples include social security payments to dependent children and retired people, food stamps, welfare, unemployment benefits, disability payments, etc. KEY QUESTIONS: What are the eligibility requirements for these

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programs? What are the amounts currently being paid? When could a person utilize this form of income? Would this provide enough income for an individual to live by? a family? What are the reasons we have these welfare programs? Do you agree or disagree that we should continue to make these sources of income available? Why or why not? What could happen to change your attitude? How do taxpayers fund these payments?[B]

b. Factors

Have students view the handout on Teaching Aid 101, Factors Influencing Income, to identify factors that create differences in family incomes. Point out that many income differences are caused by inherent differences in human beings but income differences are also caused by education, training, riskiness of the occupation, on-the-job training, etc.

Lead a discussion about how these factors are considered an investment in human capital. Point out that investment in human capital is any activity which makes the person more productive. KEY QUESTIONS: Which factors affect the income of teens? What limitations does a teenager have as an employee now, compared with someone who has more education and job experience? What advantages does the teenager have over someone who is older? How does educational level affect income? How do skills and abilities add to one's income-earning ability? How might health affect an individual's income? Why is the type of work a factor? What types of work allow a person to earn high income? medium income? low income? What does incentive mean? Why is this important?

Have students view Teaching Aid 102, Years of School Completed and Income Received, to see various incomes earned by people who are at different educational levels. These figures are based on the educational level of the main contributor of family income. Also have students view the Teaching Aid 103, Distribution of Income on the Basis of Age. Lead a discussion on the fact that earnings generally peak at ages 45 to 54, but decrease after that. KEY QUESTIONS: How does education affect income? Why? What jobs require more education than others? What jobs require skills and abilities more than an actual scholastic education? How does age affect income? Look at the bottom line of Teaching Aid 103, Distribution of Income on the Basis of Age. What happens to income as people continue to become older? What factors influence these increases and decreases?

Ask students to give examples of how family members can adjust to income limitations without causing unhappiness and friction among members. Lead a class discussion on income limitations

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and changes that may occur such as loss of a job by one member, an additional member moving into the home, or the serious illness of a family member. Have students divide into small groups to create skits depicting income limitations such as those listed. Have each group present their skit to the class. KEY QUESTIONS: What are other alternatives to handling these income limitations? How can teens help relieve economic stress in cases such as these? Besides working to earn income, what other sources of income could these families rely on?[C]

2. Utilization of income
   a. Spending

Have students investigate to determine how much they would spend if they lived on their own. Lead a class discussion on the decisions that students would need to make concerning size, location to job to save funds on transportation expenses. Have the students use the classified section of the local paper to select an apartment or house and find out how much the rent is. KEY QUESTIONS: How much would food cost per month? How much would you plan to spend on clothes? How much would transportation cost? What medical costs might you have? After adding these up tell how much income you would need in order to live on your own in the apartment or house you selected.[B]

Ask students to keep a record of income and expenses for one week for an individual or family in case studies. Have students use the form on Teaching Aid 104, Income and Expenses, to record figures. KEY QUESTIONS: How did the individual or family receive the money spent? What are the advantages of recording your income and expenses? Would looking at the record of income and expenses help the person to plan for future expenses? Was any money put into savings or were any investments made?[B]

Provide students with a problem solving case regarding a set amount of money and a set amount of expenditures. Have students demonstrate effective money management techniques by working the problems in Teaching Aid 105, Money Management.[B]

Have students determine their income and expenditures for one month. Discuss methods for achieving effective money management determined on their set amounts. Have students turn in records for achievement at the end of the month or another set period. Their activity could be used as a Student Occupational Activity.

   b. Savings

Have students view and discuss Teaching Aid 106, Reasons for Saving, and discuss the idea. Point out that it takes good planning

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to reach the goals on the teaching aid. Ask each student to think of one item they want to save for and have them complete Teaching Aid 107, How are You Going to Save? CRITICAL QUESTIONS: How long will it take to reach the goal? What other things might an individual have to give up to reach this goal? What are some reasons that might prevent an individual or family from reaching a goal? What are some reasons that might prevent a person from reaching a goal?[B] [C]

Ask the students to study classroom and library resources to gain information on the different types of savings available to them. KEY QUESTIONS: Are savings accounts only available at banks? What are the current rates of interest being paid on savings accounts? Is the interest money taxable at the end of the year?[B] [C]

Invite a panel to explain their savings plans to the class. The panel should include representatives from a bank, a credit union, and a savings and loan association. Before the panel presentation, ask students to write questions on savings to ask the panel. KEY QUESTIONS: What savings programs does each offer? What are the advantages and disadvantages of each? What is the rate of return? What is the stability of value? Why is it important to set goals for savings?[C]

As a Student Occupational Activity or enrichment experience, divide students into groups, select group leaders, and have groups study United States government savings loans, Series E and H bonds as a means for saving. Groups should write a report on their findings to present to the class. Evaluate reports for content and effective communication skills.[B] [C]

Ask students to participate in a telephone survey of the banks in the community to find out which ones offer checking accounts that pay interest on the balance in the account? KEY QUESTIONS: What rate of interest is being paid? Is there a minimum amount of balance that must be maintained? How does this type of account compare to a regular savings account?

c. Investments

Have students study classroom and library resources to gain a better understanding of the various types of investments. Have students determine the difference between stocks and bonds. Students can prepare a written report from their findings. Evaluate reports for content and effective communication skills. KEY QUESTIONS: How many kinds of bonds are available? Which

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investment, stocks or bonds, is the most risky? What is the difference in growth and speculative stocks? What are blue chip stocks?[B] [C]

Assign students to visit a bank or savings and loan association to interview an officer on the types of investments available, such as Certificates of Deposit, Money Market Certificates, Individual Retirement Accounts, etc. Have the students write articles and put a class newsletter together concerning their findings on the various kinds of investments available. Duplicate the newsletter and provide copies for other students, faculty, and parents. KEY QUESTIONS: What are the differences in the initial amounts required to purchase each of these? What are the limits on the goal amount deposited? What is the interest rate paid? What are the income tax advantages? Is the money insured?[B] [C]

Ask students to participate in an investment game in class. Each student will pretend to have $2,500 to invest. On the beginning day, or daily if desired, have each student select one or more stocks to purchase. Once a week review the stock market report to see if the stock is gaining or losing. Have students keep their own records of numbers of shares, names of companies, and price per share on purchase date and review dates. Students should also record if they decide to sell one stock and buy another. At the end of four weeks, have students total their assets to see if they made money or lost money.[B] [C]

C. Consumer responsibility and social, economic, and psychological costs
   1. Economic costs

Have students listen to an explanation of economic costs. Point out to students that economic costs result from paying for goods and services instead of making things or doing the jobs oneself. Hand out Teaching Aid 108, Should I Do It Myself? Have each student select a project they could do themselves or pay someone else to do for them like painting their room, changing the oil in their car, cooking dinner, cleaning house, laundry, or sewing clothes. Have the students complete their work sheets. Appoint a leader and have the students share their findings with small groups. In each group, have the students decide which jobs in their groups are worth doing themselves and which jobs would be better suited to hiring someone else. The group leader can summarize the group's decisions and reasons for decisions to class. KEY QUESTIONS: Are you using your resources to their fullest potential by doing this job yourself? Do you have the equipment needed? Are you skilled in the task or would you need training? Would it be better use of your economic resource to hire someone else?[B] [C]

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Ask students to complete Teaching Aid 109, Cassette Tapes or Meals Out? Students can complete the chart on the worksheet using the example given. The answers are included below:[B]

Cassette Tapes You Can Buy	Price	Total Cost	Total Income	Income Left
1	$10	$10	$30	$20
2	$10	$20	$30	$10
3	$10	$30	$30	$0

Combination A:

Four meals out at $ 5 = $20
One tape at $10 = $10

TOTAL $30

Combination B:

Two meals out at $ 5 = $10
Two tapes at $10 = $20

TOTAL $30

When students have completed the worksheet in Teaching Aid 109, have them view Teaching Aid 110, Opportunity Benefit and Opportunity Cost. Lead a class discussion on the fact that for an opportunity benefit to occur, an opportunity cost usually results. In this case, for every two meals that were eaten out, a tape was given up. Also, for every tape that was purchased, two meals out were sacrificed. KEY QUESTIONS: What combination do you prefer? What are the other possible combinations of your $30? What opportunity costs and benefits would result from those combinations?[B]

2. Psychological and social needs and costs

Have students listen to an explanation of psychological and social needs and costs. Point out that psychological needs are fulfilled by job satisfaction, family life stability, and a satisfactory standard of living. If these needs are not met due to overuse of resources for other needs or simple lack of resources, a psychological cost occurs. Social needs are fulfilled by peers, friends, family, society, and personally fulfilling activities. Social approval is an important element in fulfilling social needs. If social needs are not met, or if another need is chosen, a social cost will result. Some typical areas where psychological and social costs occur are: housing, children and child care, careers, transportation, and recreation. Have students study Teaching Aid 111, Teresa and Raymond, to gain a better understanding of opportunity costs. KEY QUESTIONS: What did Teresa give up to be on the golf team? What did she give up to buy the stereo? What did Raymond

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give up to hire a child caregiver? What did he give up to keep the children? Which of these are psychological, social and economic costs?[B]

Have students cite situations where families, because of psychological and social needs, have chosen to use their resources differently. An example could be one family chooses to buy a large house; another family selects a smaller home so that they can have resources to take vacations in exciting places. Have students draw a comparison chart using two of the class' examples such as shown on Teaching Aid 111, Teresa and Raymond. KEY QUESTIONS: How may these choices affect their psychological and social needs? What are the costs? Do friends and peers influence needs and wants? What are some examples?

Instruct students to analyze a family's leisure time activities. Point out that these activities vary because of various psychological and social needs of the family. Students can list these activities. KEY QUESTIONS: Does everyone have the time and convenience they need to pursue their interests? Do the interests or activities of one person ever create a psychological or social cost for other family members? How might this be avoided?

Have students relate the psychological and social needs of a family to the effect television has had on the use of time at home, the use of money for food, and the use of money for entertainment. KEY QUESTIONS: How has television affected the time spent on reading for pleasure? reading to gain information? How has television affected consumer use of resources? How have our consumer habits been influenced by television? What are the opportunity costs and benefits of viewing television?

D. Influences on personal spending

Encourage students to brainstorm for ways to identify factors which influence consumer buying. Write the list on the chalkboard under the heading, "Factors That Influence Consumer Buying." The list might include the following factors: personal priorities, needs, wants, climate, natural resources, advertising, spending plans, use of cash or credit, special sales and bargains, impulse buying, friends, or family. KEY QUESTIONS: What should be the relationship between budgeting and buying? How might climate influence the goods and services that consumers need and want? How might the location of the consumer's hometown influence buying? How might the natural resources of the area in which the consumer lives affect what is purchased? How might consumer buying differ at various income levels? What influence might a consumer's occupation have on purchases? How does an

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individual's peer group influence spending? What other factors might influence consumer buying?

1. Motivation

Have each student write a short story titled, "Money To Burn" about a most unsatisfactory or useless item he or she purchased on impulse or as a bargain. Students can refer to the class list of "Factors That Influence Consumer Buying" to determine what motivated the purchase of this particular item. Students can read the stories to the class and discuss the motivational factors. Evaluate stories on the basis of content and effective communication skills. CRITICAL QUESTIONS: What motivated you to purchase that item? Why was it an unsatisfactory purchase? What were your needs and goals at the time? How could the money have been better used? What lessons did you learn from the experience? Why did you learn these lessons?[B] [C]

Divide students into small groups. Have each group member list five purchases that he or she or the family has made recently. Analyze the motivations for these purchases and classify purchases under these types of motivations:

1) Physical well-being
   a. appetite
   b. comfort and rest
   c. exercise
   d. self-preservation
2) Creativity
3) Recognition
4) Knowledge
5) Appearance and fashion
6) Recreation
7) Financial gain

Lead a class discussion on each group's analysis of purchases. KEY QUESTIONS: What other factors influenced the purchase of these five items? With which purchases have consumers been most satisfied? dissatisfied? Why? Students can draw conclusions regarding types of business pressures which influence purchases.

2. Scarcity

Using text books and dictionaries as references, have class create a class definition for *scarcity*. (Scarcity—a condition of limited resources.) Point out that both societies and individuals face scarcity. Explain that scarcity exists whenever people want or need more resources than are available. For individuals, scarcity comes from limited supplies of personal resources such as money, time, space, energy, etc.. For society, scarcity comes from limited productive resources like land, labor, and capital gains. KEY

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QUESTIONS: Why does scarcity occur in a society? How does scarcity cause consumers to make choices? Why is it important for the consumer to make careful choices about spending the money available to satisfy most important wants? How can scarcity be related to natural resources which influence consumer buying?[B]

Assign students a paper to write on one of the following statements: "With an income of one million a year I would escape the economic problem of scarcity," or "With an income of one million a year I would not escape the economic problem of scarcity." Students should explain the pros and cons of their argument in the paper, and use facts from library and classroom resources to back up arguments. Students can share papers. Evaluate papers for content and demonstration of effective written communication. CRITICAL QUESTION: Will there ever be enough resources to fulfill all wants and needs? Explain.[B]

3. Trade-off

Define *trade-off* for students. (Trade-off—giving up one thing for something else when a choice is made.) Point out that choices involve trade-offs between alternatives. KEY QUESTIONS: How do trade-offs influence a consumer's personal spending? What trade-offs have been made when purchasing an item this year?

4. Opportunity cost and benefits

Define *opportunity cost* for students. (Opportunity costs—the choices or alternatives given up by the consumer when a decision is made.) Point out that the resource used to satisfy one purchase or goal cannot be used again; therefore, the price of meeting one purchase or goal is the inability to meet another goal or make another purchase. Have students react to the following situations to become familiar with the idea of opportunity cost:

- Think of the last major item you or your family bought. Write at least three other ways this money might have been spent. Relate this to opportunity cost. KEY QUESTION: What influenced the decision to spend the money as it was?
- Write at least four things you would like to buy that cost about twenty dollars each. Realizing that only one item can be purchased, which one would you probably choose? Relate this to opportunity cost. KEY QUESTION: What factors influenced you to give up the other three items?[B] [C]

Show students Teaching Aid 112, Choosing Resources, to see how to choose resources responsibly. Explain that the use of resources can result in an opportunity cost in one or all of the following three categories:

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1) Economic costs—Cost the consumer money
2) Social costs—Cost the consumer approval or disapproval by society and/or social opportunities
3) Psychological costs—Cost the consumer worry and emotional upset over decision for resource use, or the loss of a personally satisfying activity

CRITICAL QUESTIONS: Why is using one resource an opportunity cost? What is meant by an opportunity benefit? If you plan the use of your resources carefully, can you avoid some, most or all opportunity costs? Why or why not? Do you think you and your family are responsible users of your resources? What habits need to be changed?

5. Advertising

Explain how advertising influences personal spending. Have students view a flip chart of advertising samples from magazines and newspapers. Ask students to list individually why these ads appealed or did not appeal to them. Students can discuss and compare opinions.

Have students look at and note the types of things advertised on TV over the weekend at different times of the day. Ask students to make notes on the types of commercials which accompany certain shows, the advertising techniques most frequently used, the length of advertisements, the actual product information given, and whether the advertisements are realistic or unrealistic. Students can report their findings to class. KEY QUESTIONS: What effect do these advertisements have on you as a consumer for example, do they entertain you, encourage you to buy, or irritate you? How might personal spending habits change if advertising had only logical appeals? How can advertising persuade consumers to make unwise choices?

Divide students into buzz groups. Have students in each group discuss their reaction to trading stamps, premiums, coupons, prizes, and contests. KEY QUESTIONS: What influences do these have on personal spending habits? How should the consumer determine whether to buy where trading stamps are given?

6. Impulse buying

Lead a class discussion defining *impulse buying*. (Impulse buying—making a purchase quickly without considering alternatives.) Lead a class discussion on impulse buying. Have each student make a record of the number of items bought on impulse for one week. Students should keep an account of the nature of each impulse item as well as the cost of each. Without identifying any student with a particular list, compile lists and make a bulletin board display of the variety of impulse items bought by the class, and the total money spent on such items as well as the grand total spent by class members for one week. KEY

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	QUESTIONS: What conclusions can be drawn from this information? How might impulse buying influence the consumer's personal spending habits? What is meant by the statement, "A bargain is a bargain only when it has real value to the consumer?"[B] [C]
7. Fashion	Explain to students that fashion influences consumer spending more than anything except income. Ask students to write a page describing how keeping up with changes in fashion leads to an unwise choice and a waste of money. Students can share the papers in class. Evaluate students' papers on the basis of content and effective communication skills.[B] [C]
8. Conspicuous consumption	Have students use various references to define *conspicuous consumption*. A possible definition is wasteful spending of money to impress others. Ask students to give situations, without naming people, where they have observed conspicuous consumption. KEY QUESTION: What financial problems might conspicuous consumption lead to?
9. Custom	Encourage students to brainstorm to identify customs—practices followed by a group over a long period of time—in the community where they live that have influence on a consumer's personal spending. Examples are attire worn for high school graduations or proms; buttons on the sleeves of men's coats; Hanukkah, Christmas, Valentine's day, and Halloween decorations and traditions, etc. KEY QUESTIONS: Can customs be of national origin? set within the home? How does culture influence custom? Do individuals usually accept or question customs? How do customs influence personal spending?
10. Habit	Lead a class discussion about how a habit can influence the consumer's personal spending. Point out that some habits are desirable. KEY QUESTION: How can habits keep the consumer from comparing and giving other goods and services a chance?
11. Income	Explain that income is one of the major influences on personal spending. Point out that the more money the consumer has, the more services and goods the consumer can buy. Lead a class discussion on how consumer spending may also mean consumer saving. CRITICAL QUESTIONS: How does spending money wisely involve more than having the money and making the right choices? How is money wasted when a purchased item wears out quickly? when more money is spent for an item than required at another store?[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Assign students a paper to write on the factors that influence their personal spending, and how they plan to control their responses. Students can compare and discuss papers. Evaluate students' papers for demonstration of effective written communication and content.[B] [C]

Have students review the terms used when discussing the influences on personal spending by completing the matching exercise on Teaching Aid 113, Personal Spending.[B]

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TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VII

COMPETENCY: (b.7) *Concepts and skills for managing food and nutrition for families and individuals.*

SUB-COMPETENCIES:

(A) *Analyze basic nutrition needs and results of dietary practices.*

(B) *Relate sanitation and safety to food and nutrition.*

(C) *Discuss etiquette and types of meal service.*

(D) *Apply management techniques in planning and preparing simple meals.*

(E) *Outline consumer management techniques for food and nutrition.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VII. Managing food and nutrition A. Nutrition needs and dietary practices	Define *nutrition* and *nutrients*. Lead a class discussion on their importance. Have students start a list of vocabulary terms and write definitions related to food science and nutrition. Identify and define the six classifications of nutrients: proteins, carbohydrates, fats, vitamins, minerals, and water. KEY QUESTIONS: What nutrients are in each classification? How is each classification essential for human health?[B]
1. Classifications	Provide resource materials for students to read about the six classifications of nutrients. Have students list the major classifications of major nutrients and/or specific vitamins, minerals, fatty acids, carbohydrates, and amino acids. KEY QUESTIONS: What foods would one eat to get each classification of nutrients and/or specific vitamins, minerals, etc. What is the function of each nutrient in the body?
2. Sources	Have students determine which foods are good sources of each of the six nutrient groups (carbohydrates, fats, vitamins, protein, minerals, and water). Clip magazine pictures of all kinds of foods. Work in groups to sort the pictures collected by the class into grocery bags labeled "Protein," "Carbohydrates," "Fats," "Vitamins," and "Minerals." KEY QUESTIONS: Were some pictures difficult to classify? Why? Why not? Have students imagine foods and beverages that would comprise a favorite meal. In small groups, have the students identify and list

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the major ingredients that would be required if they prepared the favorite meal of each group member. Each group should analyze the list of ingredients to determine if the foods and beverages that they like best are disproportionately high in some nutrients such as carbohydrates or fat or are lacking in other nutrients, including specific vitamins and minerals.[B] [C]

Define and differentiate between the *essential* and *nonessential amino acids*, the building blocks of protein. Explain to the students the differences between complete and incomplete proteins. Provide resources for students to learn how foods containing incomplete proteins may be accompanied by other foods to form complete proteins. Have each student find pictures or packaged food items for a display of food combinations that build complete proteins such as red beans with corn tortillas or corn bread; macaroni and cheese; cereal and milk.[B]

3. Functions

Have students study references to find the functions of each major nutrient in the body. KEY QUESTION: What can happen to the body if one is deficient in a nutrient?

Have students view audiovisuals on nutrition. As a class project, have students develop a class chart showing the six nutrients, the major food sources of each nutrient, and the functions of each nutrient.

Develop a worksheet which lists brief descriptions of the functions of each major nutrient and individual vitamins and minerals for which specific Recommended Daily Allowances (RDA) have been established. Have students use reference materials to identify the nutrient which performs each function in the body.

Compile materials for the activity which is described in detail in Teaching Aid 119, Nutrition Basketball Game. Have the students play a few rounds with the practice questions on nutrient sources which are provided. After the students have become familiar with the game, take a break and have the teams of students study the functions of specific nutrients using available resources. Each team should identify the primary functions of nutrients and be able to describe the results of a deficiency and/or toxicity from each major nutrient. Next, have each team develop three to five questions (to be scored by the teacher) to test each other's knowledge of nutrients, their functions, and nutrient deficiencies. Play additional rounds of the game using questions developed by the teams. The teacher may want to add questions to supplement those developed by the teams.[B] [C]

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4. Daily food guides
   a. Food groups

Present Teaching Aid 120, Daily Food Guide, and identify typical foods which are included in each group. Have students suggest various foods which do not seem easy to categorize into one of the groups, such as lasagna or pizza. Explain how a particular food is appropriately categorized into one or more groups. Identify and describe some general principles for using the Daily Food Guide in making food selections. For example, a general principle is that a food should be assigned to a food group of the Daily Food Guide first according to the amount of a protein component it contains, such as eggs in egg custard or milk in cream of tomato soup. Another general principle is that foods which contain a large proportion of sugar or sugar derivative should be assigned to the Fats and Sweets group.[B]

From the Daily Food Guide, have students choose five foods in one food group. Using a composition of foods table, determine the nutrient contents of each food. For one serving, record how much each food provides of the following: protein, fat, carbohydrate, vitamin A, vitamin C, thiamine, riboflavin, niacin, folic acid, iron, and calcium. Have students discuss the contributions of each of the food groups in meeting the nutrient needs of the human body.

Have students study the Daily Food Guide and write a brief description of the five food groups. Teaching Aid 120, Daily Food Guide, lists the five food groups and the recommended servings for each food group. KEY QUESTIONS: What is the Daily Food Guide? How can the Daily Food Guide be helpful to individuals in making daily food selections. What are the recommended number of servings daily for children? teenagers? adults?[B]

   b. Serving requirements

Ask students to compare and contrast the servings for each of the groups in the Daily Food Guide for teens with the recommendations for children and adults. KEY QUESTIONS: How do sex and body size influence nutrient needs? How are these differences reflected in serving recommendations for males and females in various age groups? How do serving recommendations for pregnant women and nursing mothers differ from recommendations for other adult females? How is it possible to be sure that each family member is getting the nutrients she or he needs?[B] [C]

Have students record everything they eat for two days, including snack foods. Referring to the Daily Food Guide, have students analyze the foods they ate and compare the number of servings for teens from each food group to the recommended number of

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servings for each. Using a composition of foods table, students should determine the number of calories consumed each day.[B] [C]

c. Dietary guidelines

Present the Dietary Guidelines for Americans which was developed by the U. S. Department of Health and Human Services and the U.S. Department of Agriculture to help people make prudent dietary decisions. The guidelines for the 1980s were as follows:

1) Eat a variety of foods
2) Maintain ideal weight
3) Eat foods with adequate starch and fiber
4)Avoid too much fat, saturated fat, and cholesterol
5) Avoid too much sugar
6) Avoid too much sodium

Have students identify the nutrients mentioned directly or indirectly in the guidelines such as fat; fiber—a carbohydrate, cellulose, which is indigestible; starch and sugar—carbohydrates; and sodium—a mineral. Ask them to make suggestions about the reasons for certain nutrients being identified in the guidelines as important to avoid or restrict in the daily diet. Correct students' misconceptions and provide factual information about the potential dangers of regular, high dietary intake of saturated fat, cholesterol, sugar, and sodium. Lead a class discussion on whether new guidelines should be added to the list so that it is appropriate for the 1990s and beyond. Have students write new guidelines for a list of 1990s Dietary Guidelines. Examine the guidelines from the 1980s list and discuss whether some of the nutrition concerns of the past are no longer as important as they once were. KEY QUESTIONS: How do new scientific advances in what we know about nutrition affect the advice nutrition and health professionals give to the public about good dietary practices? Are there dietary guidelines from the list which are no longer so important, perhaps because people are eating healthier foods or are more knowledgeable about the dangers of poor nutrition habits now than in the past? CRITICAL QUESTIONS: What would happen if everyone carefully followed the dietary guidelines that nutrition and health professionals recommend? Why do some people choose not to follow good dietary practices? Should a person feel obligated to follow these guidelines? Why or why not?[B] [C]

Prepare a worksheet or have each student take a sheet of their own paper and separate it into three sections, heading the sections as follows:

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[C] = Common Essential Element

1) My Three Priority Dietary Guidelines
2) Three Dietary Guidelines My Parents/Guardians Should Follow
3) Dietary Guidelines Most Important for Children

Under each heading, the students should write a minimum of three guidelines from the list which are appropriate. In addition, have them write a few sentences explaining why they chose certain priorities for themselves and their parents/guardians. Divide students into pairs or small groups. Have students compare their dietary priorities with those of other students, discussing how the eating habits of the adults who influence them most affect their own food choices. Follow the small group discussions with a class discussion on what they discovered about one another's personal priorities and perceptions about how adult's eating habits could be improved. Ask the students to share what they listed as the dietary guidelines most important for children and their reasons for identifying particular guidelines. KEY QUESTIONS: What dietary practices should children be taught so that they don't have nutritional health problems when they become teenagers and adults? How can parents and older brothers and sisters teach these guidelines to children and help make sure they follow them? What kinds of poor eating habits do children develop which set patterns for dietary practices which may be harmful later in life? CRITICAL QUESTIONS: Should parents be concerned when children prefer foods which are high in sugar or fat? What role should teenage brothers and sisters play in helping to teach good nutrition to children? Should teenagers who are employed as caregivers to young children be concerned about the food choices of the children in their care? Why or why not?[B] [C]

5. Individual nutrient needs throughout the life cycle
   a. Infants and young children

Invite a nurse, dietitian, or other health professional who has special expertise in guiding pregnant women or new mothers to make the decision about whether to breast feed or formula feed an infant. Have this person present information about the advantages and disadvantages of the methods of infant feeding. Have students prepare questions to ask the speaker. KEY QUESTIONS: Is there a nutritional advantage of one method over the other? What effect does the mother's food intake have on the quality of breast milk?

Assign students readings from selected resources and have them determine when and how solid foods should be introduced to infants. Lead a class discussion on the nutrition requirements of infants, food allergies common in infancy, food preferences of infants, and the physiological requirements of infants and toddlers for foods which are pureed or processed for their mastication needs. KEY QUESTIONS: Is it a good idea to feed an infant

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small, bite-sized pieces of food from adults' plates? Why or why not? If yes, under what circumstances and what kinds of foods would be appropriate? At what age are most infants able to chew solid foods adequately? Even if a food is soft or liquid enough to feed to an infant, such as ice cream or a soft piece of chocolate candy, what should be considered before giving the infant the food?[B]

Demonstrate preparing infant foods at home using a food processor or blender. Include in the demonstration some time-saving tips, such as preparing more than enough for a meal at one time and freezing small portions. Emphasize the importance of using high quality foods for making the infant food and not adding salt, spices, margarine/butter, or excessive sugar including honey or artificial sweeteners. Point out cost factors, time involved, nutrition, appearance, and storage requirements of home prepared versus commercially prepared infant food.

b. Children

Provide labels from multivitamin and mineral supplements for young children for the students to examine. Have them compare the amounts of nutrients in the recommended daily dosage of the supplement to the RDA for the same age group of children. Lead a class discussion on the need for vitamin and mineral supplementation for children when they have an adequate and well-balanced daily food intake. KEY QUESTIONS: Why would it be necessary to provide vitamin and mineral supplements to children? Do particular foods which have been enriched or fortified with specific vitamins and minerals provide adequate supplementation for the children who eat them? What might happen to a child who takes in more than the RDA of a vitamin or mineral which is toxic in large doses?[B]

Have the students develop a short survey which they can administer to the children they know to learn more about children's nutrition knowledge, their food preferences, and what they eat. Help them develop simple questions which they can ask in a short interview with the children to discover the factors which influence food likes and dislikes. The questions may also examine the children's knowledge of simple nutrition concepts. Have them compile the survey responses and make appropriate conclusions about their findings. Based on what they learned about the children they interviewed, ask them to discuss how nutritious foods can be made more appealing to young children.[B] [C]

c. Adolescents

Give students copies of the RDA's for teenagers. Point out the differences in recommended amounts for males and females in the

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[B] = Basic Skill Reinforcement

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same age groups. KEY QUESTIONS: Which nutrients have similar recommendations for both females and males? Which nutrients remain the same in required amount from age 11 throughout the lifetime of males? Which nutrients remain the same for females from age 11 throughout life?

Divide the class into groups and have each group read one of the case studies about teenagers and nutrition found in Teaching Aid 121, How Teenagers View Nutrition. Have the groups do an analysis of the case study assigned to them. KEY QUESTIONS: What does the teenager in the case study seem to think about nutrition? How are this teenager's eating habits reflective of his or her beliefs about nutrition? Are these beliefs accurate, based on what we have studied about nutrition? What might happen if this teenager continued eating in this manner? CRITICAL QUESTIONS: To what extent should other people influence what one chooses to eat? Do people have an obligation to themselves to eat nutritionally? Why or why not?[B] [C]

d. Young adults

Show students the fact sheet in Teaching Aid 122, What America Eats. Note that the statistics represent eating habits of adults in the 1980s. During a class discussion, list the factors that students suggest as influential in the choices adults make about whether to cook meals or eat out and the foods they choose most often for snacks and meals. KEY QUESTIONS: Will most teenagers have similar eating habits to those of today's young adults when they get out on their own? How do new discoveries in food technology or nutrition science influence adult eating habits? CRITICAL QUESTIONS: Would it be best if everyone ate the same kinds of foods—the foods that nutrition science has identified as most healthy for a long, active life? What would happen if everyone ate nutritionally? Is this likely to happen? Why or why not?[B]

e. Pregnant and lactating women

Assign readings from selected references which discuss the nutritional needs and explain special dietary recommendations for women who are pregnant and women who have chosen to nurse their infants through age one. Provide handouts listing the 10 statements from Teaching Aid 123, Nutrition During Pregnancy and Lactation: Fact or Fiction? Assign individual students or pairs of students to provide documentation from the references to refute or support the accuracy of each statement.[B] [C]

Divide students into debate teams and have students prepare for a debate on the question, "Should a mother choose to nurse her infant?" Emphasize that the pros and cons identified for the debate should examine the nutritional considerations related to the health

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

of the infant and the mother when lactation is the choice and when it is not. It is important that the students consider a wide array of factors which influence the decision to breast-feed, not just the health advantages for the infant. Have each debate group elect a team captain to be in charge of the group. Before beginning, establish rules and review the procedure to be followed. Evaluate the debate on content and effective communication skills.[B] [C]

f. Adults in middle and later years

Assign students to visit local restaurants and, if available, cafeterias, which are popular choices for middle-aged and older adults in the community. If possible, have them request copies of the menus from these food service establishments; otherwise, have them copy the names, descriptions, and prices of three or four entrees, along with descriptions and prices of side items such as salads, soups, and/or breads, and several dessert choices. Provide a set of weekly budget figures in the low, medium, and high range. Have groups of students develop a weekly menu for adults who eat their evening meal out a minimum of four days per week and cannot spend more than a limited amount. Have students discuss reasons why some adults prefer to eat out and how a limited income affects one's choices about where to eat. Also, ask students to identify menu items which are lower in calories, salt, and fat. A meal or two from each restaurant could be selected by the students which would be good choices for an adult who was on a restricted calorie, low sodium, or low fat diet.[B] [C]

Have the students contact the local health department, extension office, a community charitable organization, or a religious group to learn about available food assistance programs for the elderly. Assign students to write a report about how volunteers can become involved in assisting with food preparation, service, or delivery of meals to the elderly in the community. Evaluate reports for content and effective communication skills.[B] [C]

An FHA/HERO chapter activity could involve students volunteering for a period of time to work for a local food assistance program or a senior citizens center to prepare and/or serve meals or snacks. At the end of the activity, have students share their experiences in interacting with the elderly and their thoughts about the work of food preparation, handling, or service.

6. Effects of illness and disease on nutritional requirements
   a. Illness

Invite a dietitian or a physician to speak to the class about nutrition and the healing process. Have each student prepare questions about hospital menus, recovery from surgical procedures, or the healing of broken bones and how the foods one eats after an

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[B] = Basic Skill Reinforcement

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injury or illness, specifically, vitamins, minerals, and proteins, can contribute to a full and speedy recovery.[B]

Have the students identify foods or beverages which are usually served to them at home when they become ill with a cold, the flu, or a fever. Such foods might include chicken soup, soft boiled eggs, dry toast, weak tea, warm milk, or some other food which they associate with being good for them when they aren't feeling well. Assign them to determine the nutrient content of one of these foods and report to the class about whether the food would be helpful in the recovery process from an illness, based on what they discover from various nutrition resources or from the speaker, who spoke to their class earlier. Evaluate reports for demonstration of effective communication skill and content.[B] [C]

b. Deficiencies

Lead a class discussion on various nutrient deficiency diseases, including night blindness, pellegra, scurvy, rickets, goiter, dental caries from fluoride deficiency, osteoporosis, marasmus, and kwashiorkor. Explain why these deficiencies are uncommon in the U.S. population and how governmental agencies and manufacturers make the decision to fortify or enrich foods. Present information on various federal laws and regulations which enforce the levels of food additives, including vitamin, mineral, and protein supplementation.[B]

Divide the class into groups to study a specific nutrient deficiency. Report to the class in the form of a television public service spot report to explain how to avoid the deficiency. The following points should be included in the report: 1) how widespread the deficiency is, 2) the seriousness of the deficiency, 3) symptoms of the deficiency, and 4) nutritional treatment of the deficiency.[B] [C]

B. Sanitation and safety
  1. Sanitation
    a. Food contamination
    b. Personal hygiene
    c. Food handling

Assign students to research classroom and library resources and write short reports about the dangers of food borne illnesses including those caused by salmonella, staphylococcus, and clostridium botulinum. In the reports, include ways of preventing the food borne illnesses. After they have completed the research, have them respond to the rules for personal hygiene and food handling practices found in Teaching Aid 124, The How-To's of Personal Sanitation in Food Handling. Encourage them to identify the food borne illnesses which could be contracted if the rules were not followed.[B] [C]

Lead a class discussion on maintaining food safety by asking the students,"What is safe food?" Have students suggest definitions and come to a consensus about what is a minimum standard of

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

safety for any food item. When the students have stated a standard, have them state guidelines which should be followed in the home to maintain food items to that standard. Examples of guidelines might be to follow manufacturers' recommendations for storage of a food item after opening or not to re-freeze food items once they have been allowed to thaw.[B] [C]

Have students read the case studies in Teaching Aid 125, Hazardous Food Handling: How to Cause Food Poisoning Without Really Trying. Each student should write a short summary of what is wrong in one or both of the situations and how the poor food handling practices could be corrected. Evaluate students' papers on the basis of content and effective communication skills.[B] [C]

d. Food storage

Provide resources for students to use to develop answers for a game on proper food storage methods called, "I've Got the Answer, Who Has the Question?" Have the students work in small teams to develop a set of 10 to 20 statements or principles/rules that represent the recommended storage methods for various specific foods and beverages. Each team should indicate what questions could be asked for which each statement would be the appropriate answer. For example, the statement might be, "A food which should be cooked and served as soon as possible after purchase, preferably the same day." The appropriate question might be, "What is fresh fish or shell-fish?" or "What is frozen food which has been allowed to thaw?" When the statements have been compiled, have the teams compete against each other, gaining points for properly stated questions. Several rounds could be played, with the team having the highest grand total receiving an award or recognition for their expertise as game players and knowledge of food storage principles.[B]

Have students define *food staples*. Lead a class discussion on food staples. Prepare a list of foods considered staples by the majority of the class. Are there differences of opinion? KEY QUESTION: Do food habits and customs in various families affect the foods considered to be staples?

Using references, including cookbooks, have students find lists of recommended storage locations, maximum time periods for maintaining quality and safety in storage, and methods for wrapping or containing foods so as to maintain quality during storage. Provide the students with Teaching Aid 126, Staples, which is a list of staples which might be recommended for basic food preparation needs in a new kitchen.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Have students identify ideal storage conditions and appropriate containers for each of the items from Teaching Aid 126, Staples. Using charts from references or examining expiration dates and recommendations on labels of these food items, have students determine the storage life of each item, assuming that they have been opened for use at least one time not including the can of cream of mushroom soup.[B]

e. Kitchen equipment

Provide students copies of the cleaning schedule found in Teaching Aid 127, Equipment/Work Station Cleaning Schedule. Assign each student one piece of equipment, such as a microwave oven, a range, food processor, or a refrigerator, or a work station, such as the sink area, in the food preparation laboratory and have them complete a cleaning schedule for use of the equipment or station as if it was used on a daily basis. Have each student give a brief oral report on the cleaning requirements and techniques which should be used for keeping this equipment or area sanitary. Evaluate reports on the basis of content and effective communication skills.[B] [C]

Ask the school cafeteria supervisor to give the students a tour of the food preparation and service facilities, showing pieces of equipment and work stations which require regular cleaning. Have the students record the tasks and job assignments involved in keeping the kitchen and cafeteria areas clean. Ask the supervisor to show the students what cleaning agents are used and what special pieces of equipment are used to perform cleaning tasks.[B] [C]

Assign students to go to a grocery store, hardware store, or a store specializing in cleaning products and equipment for household use and compile a list of the various retail products which are the equivalent to the commercial or industrial cleaning agents which are commonly used in a restaurant or institutional kitchen for cleaning and sanitation. Have them develop a list of basic products and cleaning equipment necessary for cleaning in the household kitchen. For each product selected, have the students indicate the price range of various brands of this product, recommend quantity which should be kept in stock, and write a one or two sentence justification of the need for using the product or equipment to maintain an acceptable level of sanitation. Evaluate reports on the basis of content and effective communication skills.[B] [C]

f. Pest and environmental contaminant control

Make a picture display of several pesticides for household use or have students visit a grocery store to examine products designed to destroy household pests, including roaches, ants, silverfish, flies, and rodents. Have students compile a list of the directions

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of the various products and record the consumer warnings about potential contamination which may occur if the products are not properly used. Lead a class discussion on the hazards of these products to the consumer, and have the students suggest safer options for products which are extremely hazardous, even when used carefully.[B] [C]

Invite a local health department official, an owner or supervisor of a pest control business, or a supervisor in a food service establishment who has expertise in the use of pest control products and controlling environmental contaminants to speak to the class. Have students prepare scenarios about possible contaminants, such as finding insects in a bin of flour, rodents in the garbage pickup area outside the restaurant, or an accidental spill of a large amount of cleaning fluid or pesticide in a work area where food is prepared. Have the speaker describe, in response to the situations posed in the mini-scenarios, how to safely control pests and/or insure that contamination of food does not occur due to the use of hazardous pesticides or cleaning agents. Ask the speaker to describe regular procedures and a typical schedule for controlling common pests in kitchens, both commercial and household.[B] [C]

2. Safety
   a. Practices

Assign groups of students to research and prepare group demonstrations for the class on kitchen safety practices in the food preparation laboratory. Topics for presentations might include the use and care of knives; operation and cleaning of small electrical appliances; the proper use of the garbage disposal; safe operation and maintenance of gas and electric ranges; handling of hot pots and pans; procedures for extinguishing small kitchen fires; and dealing with spilled substances on work surfaces and floors.[B] [C]

Show the class what is included in the first aid kit in the food preparation laboratory and describe how to treat common injuries. If possible, invite the school nurse or a health professional or paramedic from the community to discuss proper treatment for common kitchen accidents, including burns, cuts, and falls.[B] [C]

Lead a class discussion on safety precautions that are necessary when small children are in the home. Have students identify possible dangers to children in the typical kitchen and brainstorm ways to reduce these dangers. Among the suggested safety precautions might be the use of special latches for lower cabinet doors, safe storage of dangerous cleaning products, turning handles of pots and pans toward the inside of the range top, proper use of electrical cords, and safety covers for electrical

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outlets. Also, include how to decide when children are capable of taking responsibility in the preparation of foods or beverages.[C]

b. Equipment and work area management

If possible, take students on a field trip to an appliance center or have students use resource materials on equipment to compare various types of kitchen appliances, such as ranges, refrigerators, microwave ovens, and dishwashers. Ask a salesperson to demonstrate the differences in the various brands and features in each appliance. Assign small groups to compile information about each appliance, including materials, construction, fuel requirements, standard and optional features, ease of use, and ease of care, in addition to the price range for basic and deluxe models. After the field trip, have the class produce a classroom consumer's guide to kitchen appliances. Suggest that the class imagine that they have been asked to select new appliances for the food preparation laboratory. Have the class develop a specifications list for what is needed in the laboratory and the kind and level of use each appliance would receive over the next seven years. Have them make recommendations and determine the total cost using retail prices provided by the store.[C]

Have students read references on kitchen equipment, utensils, and food preparation tools. Provide students with a copy of Teaching Aid 128, Kitchen Equipment, that lists basic cooking equipment, utensils, and food preparation tools which have been recommended as a starter set for a kitchen. Have students locate and identify in the foods laboratory the equipment listed on the teaching aid. Explain the uses of the various pieces of equipment.

Have students select items from the list found in Teaching Aid 128, Kitchen Equipment, and use catalogs or visit stores to obtain prices or price ranges for low to high quality examples of each. For items from the list, have students identify the materials (metal, glass, plastic, wood, or cloth) which are commonly used to make the items. The students should describe to the class the advantages and disadvantages of various materials and suggest other materials which would be more useful, cheaper, longer-lasting, or easier to use. Have the class calculate the total cost of equipping a kitchen with these items listed on the teaching aid.[B]

Provide students various kitchen floor plans, such as U-shaped, L-shaped, parallel, one wall, and island kitchen designs. Include in the discussion information on efficiency, convenience, and size of family. KEY QUESTION: What are the advantages and disadvantages of each floor plan?

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Provide students diagrams of kitchens of various shapes and dimensions of the cabinets and drawers in each kitchen. Assist small groups of students to select appropriate locations for each of the items from the list of basic equipment identified on Teaching Aid 128, Kitchen Equipment.

Have students examine the methods for standardizing work techniques in Teaching Aid 129, Methods for Standardizing Work Techniques in Food Preparation. Provide a recipe requiring the combination of several ingredients and following a series of steps or operations using more than one piece of equipment. Demonstrate how the methods of standardization can be used to organize the work so that the recipe could be prepared most efficiently. For example, demonstrate how to make several casseroles, showing how organization of the work area, proper placement of equipment, and the use of efficient physical motions makes it possible to quickly and safely prepare foods. Lead a class discussion on why safety is increased when effective management of work techniques is employed.[B] [C]

Have the class visit a food service establishment's kitchen area and have one or more employees demonstrate how they prepare large quantities of a food item or how they assist in preparation by performing one or more of the steps in making the food item. Have the students observe the methods used by the employees which are reflected in the methods for standardizing work techniques from Teaching Aid 129. If possible, ask the employees or a supervisor to explain how time and energy are conserved and reducing the possibility of injury or excessive fatigue through the use of well organized and standardized methods of production. Following the visit to the food service establishment, have a class discussion on how the methods demonstrated by the food production employees can be applied to food preparation techniques on a smaller scale in the the home or in the food preparation laboratory.[C]

C. Mealtime etiquette and meal service styles
   1. Table manners

Provide references on etiquette, preferably books or articles published recently, and have students read sections on table manners appropriate for informal settings. Have students brainstorm various informal settings in which people eat on a regular basis, including the cafeteria, fast food restaurants, by a vending machine, in a car, at work, or at home in front of the television or at the dining table. Ask the students to identify particular table manners which should be applied in each of these informal settings. KEY QUESTIONS: Are there principles on manners and etiquette which are important for a person to know,

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even if he or she rarely dines formally? If yes, what manners or etiquette are important to know? Which traditional table manners might be ignored in most informal situations, causing few negative consequences for the person who ignores the traditional rules?[B] [C]

Lead a class discussion on the differences in table manners for formal and informal occasions. Ask students in the class who have attended a formal dinner to list some of the questions they may have had about what to do, such as when to be seated and where, how and where to place the napkin, which tableware to use and when, how to refuse certain food items or request more of an item they like, and so on. Have the class develop a list of the responsibilities of the hosts and guests at formal dining occasions.[C]

Have students role play the mealtime situations in Teaching Aid 130, Role Play on Meal Situations. Following the three role plays, have students evaluate the problems of etiquette which may have contributed to an uncomfortable eating situation for the group. Have them suggest ways to improve each situation and have the players do a series of instant replays depicting the improvements as they are suggested.[C]

2. Styles of meal service

Have students study references to identify the basic styles of meal service including plate service, family service, and buffet service. KEY QUESTIONS: Are these styles of service formal or informal? What factors may influence which style of service a family uses? Do families generally use the same style of service all of the time? What styles of service are found in the various types of food service establishments?

Survey the class to determine which style of informal service is most acceptable and which is least acceptable. Discuss reasons people may feel more comfortable with a particular style of service. What would be the advantages of being able to use any of the basic styles of service?

Have students to develop a list of formal and informal occasions involving the need to serve food. Lead a class discussion on the type of meal service that is most suitable for each occasion. Point out factors which affect the type of meal service used. NOTE: Factors which might be brought up by students or by the teacher during the discussion might include the following: number of guests, variety and kinds of foods selected, age of the guests,

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facilities available, flexibility of guests' arrival, cost, location, help available, and type of occasion.

Invite a caterer to class to talk about the steps in planning and preparing menus for a formal or semiformal occasion. Lead a class discussion on how to determine the appropriate type of service. Have the caterer teach students how to do some final preparations on food items before serving them, serve plates of food, pour beverages, and remove used utensils and plates when the guests are finished. Encourage the caterer to discuss how he or she trains assistants for food preparation and service.[C]

3. Table settings

Provide magazines or have the students bring pictures from magazines or newspapers which show various table settings. Provide references on types of table settings and have each student examine a table setting in a photograph and write a short description of the setting, why it is done in a particular way, and what types of foods and forms of meal service are most appropriate for the pictured table setting. Evaluate students reports on the basis of content and effective communication skills.[B] [C]

Show the students examples of various types of dinnerware, flatware, glassware, table linens, accessory items, and table decorations or centerpieces. Lead a class discussion on how standards for table appointments have changed in the American culture and reasons why some persons think it is important and others do not think it is important to have table appointments which are expensive in terms of cost and time to set the table for service.

Demonstrate to the class the correct placement of table appointments, including linens, dinnerware, flatware, glassware, accessory items, and table decorations or centerpieces. Have students work in groups to demonstrate correct place settings for specific menus to be prepared in breakfast, lunch, and dinner foods laboratories. Have the class evaluate the demonstrations.[C]

4. Special occasions

Have students work in groups and list the special occasions they have attended which have involved the service of food. For a minimum of 10 of these special occasions, have each group indicate in writing whether certain foods, methods of service, or family traditions are associated with the event. Have the groups compare their responses with those of other groups. Compile a list of commonalities about special occasions, the foods served at these functions, and the form of meal service most often selected for these occasions. Lead a class discussion on reasons why food

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contributes to the enjoyment of an occasion and why certain traditions begin around the food which is served at these special occasions.[B] [C]

Have the students plan a formal or informal function for a special group. This group could be faculty members, a senior citizen's group, a nursery school class, etc. Have them select and use appropriate invitations. The class should be responsible for planning the menu, preparing a market order for the food, finding recipes for the foods which require special preparation, and assigning all necessary tasks to prepare for and carrying out the function including clean up. Encourage the students to plan room decorations, choose appropriate table settings and decorations, arrange the furniture functionally, and be there to comfortably greet their guests, giving each one individual attention as a special guest.[B] [C]

D. Planning and preparing simple meals
  1. Menus

List the words Who, What, When, Where, and How on the chalkboard. Have students discuss various beliefs people have about each of the three typical meals in the American eating pattern: breakfast, lunch, and dinner. Ask the class questions to stimulate responses which can be listed under each one-word heading, such as the following: What do some individuals or families believe about who should eat breakfast, lunch or dinner together? What are common, prepared-at-home foods which people prefer to eat? When do most people think breakfast, lunch, or dinner foods should be eaten? Where or in what rooms of the house do most people prefer to eat breakfast, lunch, or dinner? Are certain styles of service, certain utensils, or particular seating arrangements considered more appropriate for a particular meal in many families? Does an individual's eating pattern differ from that of the typical family if one eats alone? Following the discussion, determine the traditions and patterns people follow in eating meals. Examine the similarities and differences in students' beliefs about the ways in which meals should be served and the patterns people follow in selecting foods and eating with others at various times of the day.

Divide the class into groups. Have each group read the case studies in Teaching Aid 131, Case Studies on Meal Patterns. Each group should report to the class the effects of the meal patterns and/or the food preferences of the persons in each case study.[C]

Tell students to imagine a scenario in which each student becomes responsible for their own food preparation. Some students in the class already may be in such a situation. For those who are not,

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suggest that they consider what they would do if the persons who prepare, serve, and clean up after their meals at home could not continue this responsibility for an extended period, such as several months. Have students discuss what they would do if they had the sole responsibility for food preparation and related responsibilities, such as menu planning and cleaning up after meals. KEY QUESTIONS: What would you choose to eat? How would you find time and energy to prepare the foods or meals you want? When and how would you shop for food? How would you keep the food preparation and storage areas in the home clean and orderly? CRITICAL QUESTIONS: Why do people's expectations regarding what they should eat and other things about their eating patterns often change when they have to do their own food preparation? In what ways might some children or teenagers be unreasonable in their expectations of the person or persons who take most of the responsibility for food preparation in their homes? Should young people try to change these attitudes? Why or why not?[B] [C]

Divide students into groups. Encourage students to exchange ideas in their groups to determine factors which should be considered when planning a menu which is workable for a particular family or individual. Examples of considerations which affect menu workability might include the following: nutritional needs of the persons for whom the menu is designed; food habits and preferences of the persons involved; social, cultural, and economic influences; and ability of the food preparers and their available time and energy.[B] [C]

Lead class discussion the variety of textures, shapes, and tastes found in foods. For texture, include soft, mealy, hard, crisp, smooth, crunchy, and stringy. For flavors, identify spicy, bland, sweet, sour, salty, and bitter. Have students correct the following menus: 1) meat loaf, mashed potatoes, boiled yellow squash, and gelatin salad and 2) fried chicken, stuffed celery, and carrot sticks.

Using Teaching Aid 132, Case Studies on Menu Planning, have students plan a one week menu for at least two of the situation samples. The students should plan breakfast, lunch, and dinner menus. The menus should include sack lunches for each weekday and three prepared-at-home hot meals. [B] [C]

Define a *cycle menu*. NOTE: It is a series usually covering a period of three to six weeks of planned menus that are repeated again. Invite a dietitian to describe how a cycle menu is written and used in planning meals for many persons, such as in a

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home, or cafeteria. If possible, ask the dietitian to bring and share a complete cycle menu, such as a six week menu, with the class. Have the students examine the menu, considering the variety in the menu selections and creative or unusual food choices included. Ask the dietitian to describe how new items are selected for the menu and what makes a cycle menu flexible, economical, and efficient for use in the setting for which it is designed.[B] [C]

Have students analyze a one week cycle menu from a local hospital. Determine what basic ingredients are needed to prepare each meal. Provide cookbooks and assign each day of the week to a group of students, having them write a new menu for the day, using the same basic ingredients, but different combinations of foods which offer creative alternatives to the original menu.[B]

2. Ingredients

Have each student select three recipes at random from three different cookbooks. Have them compare the formats of the recipes and identify similarities and differences, writing a short report on their analysis. Have each student list terms from the recipes which she or he finds unfamiliar. Explain where students can find definitions to new terms. Lead a class discussion on recipe formats. Evaluate reports for content and demonstration of effective written communication skill.[B] [C]

Have students find charts in classroom references which give the common abbreviations used in recipes. Have students practice writing the correct interpretation for common abbreviated measurements or terms. Students should be aware that there may be more than one correct abbreviation for some measurements.[B]

Have students study a chart which shows substitutions for ingredients which can be used successfully in recipes. Test their knowledge of common substitutions by having them identify a substitute ingredient for each of the following:

* three tbsp. cocoa + one tbsp. margarine;
* one tbsp. vinegar or lemon juice + milk to fill one cup;
* one tbsp. cornstarch, tapioca, or arrowroot;
* two egg yolks;
* five tbsp. nonfat dry milk in one cup water;
* one cup less two tbsp. all-purpose flour;
* three-fourth cup sugar + one-fourth cup liquid;
* one-half cup evaporated milk + one-half cup water;
* one-half tsp. cream of tartar + one-half tsp. baking soda.

NOTE: This could be used for evaluation, if desired.[B]

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Conduct a demonstration for the class on measuring techniques and equipment. Define and demonstrate the techniques used for each of the following terms: level, level-off, pack firmly, liquid measuring cups, and sift.[B]

Instruct students to experiment with measuring various ingredients to discover the best techniques for obtaining accurate quantities. Have one or more scales available in different locations in the laboratory so that students can weigh the products of measuring using each technique. Have the students use the chart provided in Teaching Aid 133, Standard Weights of Selected Foods, to compare average weights obtained through the measurement techniques. Examples of measuring experiments which small groups of students could easily conduct might include the following:

Measuring white, all-purpose flour, cake flour, and whole wheat flour:

- Methods for comparison: dipped, sifted directly, sifted and spooned, stirred and spooned
- Method for achieving accuracy in measurement: Repeat each measurement technique at least three times. Find the average weight by adding the three weights together and dividing by three. Record averages for each type of flour.

Measuring granulated, powdered, and brown sugar:

- Methods for comparison: Spoon sugar into and level-off one cup of granulated sugar; spoon sugar into and level-off one cup of unsifted powdered sugar; sift, spoon and level-off one cup of powdered sugar; spoon sugar into and level-off one cup of brown sugar; pack one cup of brown sugar. Use the same three-time process to achieve accuracy in weight.

Measuring shortening and oil:

- Methods for comparison: Spoon hydrogenated shortening into a one cup measure; use the water displacement technique to measure one cup of hydrogenated shortening; melt the hydrogenated shortening and pour one cup into a liquid measure; pour one cup of corn oil into a one cup liquid measure. Use the same three-time process to achieve accuracy in weight.[B]

3. Management techniques

Take students to visit a local restaurant or cafeteria kitchen and ask the chef or manager to discuss how foods are prepared in advance to speed actual preparation when they are ordered by a customer. Have the students keep a record of the methods used, including the storage locations and holding temperatures for specific foods,

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such as salad ingredients, meats, fresh breads and pastries, soups, and beverages. Have students discuss the effects on quality of food items and safety procedures which should be followed in order to reduce the possibility of food poisoning or toxicity resulting from improper handling prior to cooking and serving.[B] [C]

Using a menu for one week, assign students or pairs of students to find recipes for food items to be served at one of the meals on the menu. Have students identify a list of foods which must be prepared more than 10 or 15 minutes ahead of time to be ready for serving at the meal. On the chalkboard, compile a master list of the food items requiring preparation and, in another column, list the terms students found in cookbooks which refer to the methods used for advanced preparation. Among these terms might be wash, scald, chill, peel, chop, shell, mash, toast, or freeze. Have the students define the terms and, if necessary, present demonstrations of the various methods of preparation which may be unfamiliar to the students.[B] [C]

Select recipes which students can prepare in the food preparation laboratory to learn how to make the foods which would be served for a breakfast, lunch, and dinner. Each meal could consist of some foods which would have to be prepared ahead of time; foods which are typically made from scratch, or with only a few ingredients prepared in advance and assembled immediately before a meal; and convenience foods which require limited preparation to be ready to serve. Have students in small groups plan the organization of the work tasks to prepare, serve, and clean up after the meal. Using recipes and package directions, have students develop a schedule which indicates, in sequence, the steps which will have to be completed, who will do each operation, and the times when these steps should be accomplished.[B] [C]

Have the students interview a person who has regularly prepared meals for a family or a group for more than 10 years. Have the students ask the individual for suggestions about how to prepare a meal which has all foods ready to serve at a given time, how to plan for an important or special meal, how to shop for groceries, and how to use time and energy efficiently when preparing a meal. Have each student share one or more specific suggestions he or she thought was useful from the interview.[C]

4. Preparation

NOTE: More than one food or food product may be studied and prepared at the same time. For example, combine the laboratory experiences for cheese and milk with eggs.

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students use references to find definitions and write them on a worksheet for the following terms: whip, fold, beat, cream, stir, blanch, stew, roast, steam, broil, bake, fry, saute, simmer, boil, marinate, chop, dice, mince, grate, slice, sliver, knead, bread, brush, coat, dot, drain, dredge, flute, skim, strain, and scrub.[B]
	Using menus for simple meals consisting of items using various cooking methods and requiring different pieces of cooking equipment, have students find recipes and adjust them to a limited number of servings—one serving per student or less. If resources and time permits, have the students prepare the foods which will give them practice in using different cooking methods.[B]
a. Cheese and milk products (1) Terms	Have students study resources to find definitions for the following terms: curd, whey, rennin, natural cheese, process cheese, ripened cheese, curdling, lactose, pasteurization, evaporated milk, condensed milk, casein, cultured milk, nonfat dry milk, skim milk, homogenized milk, and yogurt.[B]
	Lead a class discussion of the definitions and terminology related to natural cheese and process cheese. KEY QUESTION: What are the differences?
(2) Nutritional contributions	Have students look up the nutrient value of one hard cheese, one semisoft cheese, and one soft cheese. Compare the nutrients in the different types or classes of cheese. Explain the reasons for the differences. KEY QUESTION: Why is cheese considered a substitute for meat?
	Have students compare the different kinds of fresh milk for nutrients, calorie content, taste, and cost per serving. Include homogenized whole milk, two-percent milk, and skim milk. KEY QUESTIONS: Which is the most nutritious? Which has the least calories? Which is the lowest in cost per serving?
	Have the students look up the nutrient content of canned evaporated milk and lowfat dried milk. Compare the nutrient contents. KEY QUESTIONS: How do the nutrients compare with the nutrients in fresh milk? What is the difference in cost per serving?
	Lead a class discussion on ways to incorporate milk in the diets of children or adults who do not like to drink milk. Look at recipes and select several that are high in milk or cheese content and would provide the proper nutrients. Compile a small booklet of the best suggestions.

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
(3) Convenience food facts	As an enrichment experience, have students survey the cheese section at a local supermarket to determine the many convenience forms that cheese is available in today. Then look for convenience products in the milk section. Survey the dried and canned milk sections as well as the frozen food section. Have the students share findings with the class. KEY QUESTIONS: How many convenience products were found? What are examples of the products?
(4) Selection, care, and storage	Have students study references to determine proper selection and storage methods for milk products and cheese. KEY QUESTIONS: How long can fresh milk be kept in the refrigerator? Can cheese be used if it has mold on it? What are the storage advantages of canned and dried milk products?
	Demonstrate for the students proper storage methods for soft cheese and hard cheese. KEY QUESTION: What is the difference in length of time each type can be stored?
(5) Principles of preparation	Have students study references to identify the principles of preparing milk and cheese products, especially cooked products. KEY QUESTIONS: What problems may result from using a high temperature to heat milk? to heat cheese? What problems result from adding acid solutions to milk? Suggest ways to prevent each of these problems.
	Lead a class discussion regarding why cheese is referred to as a meat substitute. Compare the cost per serving for a main dish made from cheese to one made from ground meat. Compare the nutritive value of each recipe. KEY QUESTION: What are the conclusions?[B]
	Have students participate in breakfast or lunch laboratories featuring cheese and milk products. Each group should prepare a whole meal and prepare cheese and milk products using different preparation methods. Items might include a milk based beverage or soup, cheese sauces, cheese in breads and desserts, cheese as a part of the main dish or entree, and milk or cheese as part of a vegetable dish or appetizer. Evaluate the foods prepared and the methods used in the preparation.[B] [C]
b. Eggs (1) Terms	Have students study references on eggs and egg cookery to identify terms related to egg cookery. Terms include emulsion, yolk, white, poach, shirred, omelet, meringue, custard, and albumen.[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As an enrichment experience, have students develop a crossword puzzle using the terms and definitions related to eggs and egg cookery. Exchange puzzles with a classmate and work out the answers to the classmate's puzzle.
(2) Nutritional contributions	Invite a guest speaker to class to present information on eggs and egg cookery. Discuss in class the nutritional contributions of eggs. KEY QUESTION: Why is the egg included in the meat group?
	Using a food composition reference, have students compare the nutrients in two large hard-cooked eggs to the nutrients in one serving of broiled ground beef. KEY QUESTIONS: Which product contains more fat? more calcium? more vitamin A?
(3) Convenience food facts	Have students identify ways eggs are used as main dishes, desserts, and ingredients. Identify convenience foods that contain frozen or dried egg products, for example, angel food cake mixes, frozen omelet mixes, and frozen egg substitutes that are cholesterol-free. KEY QUESTIONS: Why are there not more products on the market containing dried or frozen eggs? Could the availability of fresh eggs and their short cooking time be a factor? What storage properties do dried eggs have?
(4) Selection, care, and storage	Have students prepare a chart which shows the grade, size, and price of eggs in the local area. KEY QUESTIONS: Which egg is the best buy? Does the intended use of the egg influence the grade and size selected? Why or why not?
	Have students view a group demonstration on the care and storage of eggs. Watch for tips on which end of the egg should be up, storage temperature, when to wash eggs, and how to store leftover yolks and whites.
(5) Principles of preparation	Have students read references to identify principles of egg cookery. KEY QUESTIONS: What are the principles of egg cookery? What problems can occur if high temperatures are used to cook eggs?
	Present a demonstration on scrambling eggs at a high temperature and at a low temperature. Have students evaluate the appearance, flavor, and texture of each product. Hard cooked eggs could be demonstrated in the same manner. KEY QUESTIONS: Which product is the most acceptable? Why? What must be done to ensure quality egg products?
	Have students read classroom references to determine ways that eggs are used as ingredients including functions such as to bind, glaze, leaven, coat, thicken, and foam. KEY QUESTION: How

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	does the principle of cooking eggs at a low temperature apply when eggs are used as ingredients?
	Have students participate in breakfast or lunch laboratories featuring eggs. Each group should prepare eggs in a different manner, for example, eggs used as a breakfast main dish, eggs in salads, eggs in desserts, eggs in breads, or eggs in sauces. Evaluate the foods prepared and the methods used in the preparation.[B] [C]
c. Fruits and vegetables (1) Terms	Have students study resources for information on fruits and vegetables. Identify terms, kinds, and types of fruits and vegetables. Examples are citrus fruits, pomes, drupes, melons, berries, tropical fruits, stem vegetables, seed vegetables, tuber and root vegetables, flower and fruit vegetables, and bulb vegetables.[B]
(2) Nutritional contributions	Provide the class information on the nutrients found in fruits and vegetables. KEY QUESTIONS: What are the two vitamins most associated with fruits and vegetables? Which types of fruits and vegetables are the best source of these two vitamins? What two minerals are found in significant amounts in fruits and vegetables? Name three fruits and three vegetables that are a good source of these two minerals.
(3) Convenience food facts	Lead a class discussion on the merits of fruits and vegetables as convenience foods. Consider aspects such as long-term storage of canned, frozen, and dried fruits and vegetables, and the preparation already done by the packer.
	Have students predict the amount of time and energy saved in American homes each day as a result of using canned or frozen juices for breakfast. Survey the class to see if anyone uses freshly squeezed juice. If so, figure the percentage of class members using fresh juice and the percentage using canned juice or frozen juice. Is there a difference nutritionally between the freshly squeezed and the packaged juice?[B]
(4) Selection, care, and storage	Have the students read resources on principles for selecting various fresh fruits and vegetables. Lead a class discussion regarding selection, care, and storage of fresh fruits and vegetables.
	Have students use resource materials to locate tips for the selection of processed fruits and vegetables. Write a list of class guidelines such as: Do not buy cans that have bulging or rusted lids; do not

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	buy frozen foods that have been thawed and re-frozen; buy large cans and packages when feasible, rather than small ones; compare the prices in different forms of the same food; buy on sale when possible; read labels. Have the class read about the nutritive value and grade designation for processed fruits and vegetables. KEY QUESTIONS: Are the grades used on labels symbols or descriptive words? What determines which grade should be purchased? Do processed fruits and vegetables have the same nutrients as fresh fruits and vegetables? Select a topic for a laboratory group demonstration on the proper care and storage of one of the following: fresh fruits, canned fruits, dried fruits, frozen fruits, fresh vegetables, canned vegetables, dried vegetables, and frozen vegetables.
(5) Principles of preparation	Have the students read references and develop a list of principles for cooking fruits and vegetables. KEY QUESTIONS: What cooking principles should be used so that the end products are tender, yet firm, with maximum nutrition retained? What principles should be practiced to ensure acceptable color and flavor? Conduct a fruit tasting laboratory for the students. Include fruits that are not common, such as kiwi, papaya, mango, ugli fruit, Persian melon, casaba melon, and kumquat. KEY QUESTIONS: Which fruits were liked best? Which ones were liked least? Compare the cost of these fruits to more common ones.[B] Have students participate in lunch or dinner laboratories featuring fruits and vegetables. Each group should prepare a fruit or vegetable using different preparation methods, such as fruits in sauces, vegetable soup, vegetables as part of a main dish salad or casserole, vegetables as part of an accompaniment casserole, fruit or vegetable salads, and vegetables or fruits in breads or desserts. Evaluate the foods prepared and the methods used in the preparation.[B] [C]
d. Quick breads, cereals, pastas (1) Terms	Have students study resources to find definitions for the following terms: quick breads, cereals, pasta, enriched, fortified, bran, grains, flour, kernel, endosperm, germ, cornstarch, refined, whole grain, precooked, instant, gluten, milled, instant flour, self-rising flour, all-purpose flour, leavening agent, batter, dough, muffin method, biscuit method, and cake method.[B]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

(2) Nutritional contributions

Construct a bulletin board for the class depicting the nutrients in grains. Include carbohydrates, the B-vitamins, protein, minerals, and the bonus benefit of fiber.

Have students compare the nutrition labels from boxes of several popular ready-to-eat cereals. Considering that the breakfast meal should provide about one-fourth of the nutrients for the day, decide if the various cereals provide the correct amount of nutrients, too many nutrients, or too few nutrients. KEY QUESTION: Can too many or too few nutrients be bad for an individual's health?

Compare the price and nutrition in a one-ounce serving of cooked regular oatmeal, instant oatmeal, and ready-to-eat oat flakes. Compare the nutrition label on a loaf of white sandwich bread to the nutrition label on a loaf of whole-wheat sandwich bread. KEY QUESTIONS: Which product is the best to buy? What factors should be considered in deciding which product to buy? NOTE: Some factors include the time required to prepare the product and the likes and dislikes of people in the household.[B]

(3) Convenience food facts

Have students interview several homemakers (males and females) to determine what products from the grain family they consider the most convenient. KEY QUESTIONS: How often are canned biscuits or a mix for making biscuits used? Are ready-to-eat, instant cooked, or regular cooked cereals used? What are the main advantages of using convenience foods?

(4) Selection, care, and storage

Have students study references on the selection, care, and storage of grain products. Develop guidelines for selecting and storing quick breads, cereals, and pastas.

Describe to the class several ways to store cereal to keep it fresh and crisp. Include suggestions for containers and locations. KEY QUESTIONS: What can be done with cereals that become limp or tough? Under what type of conditions and in what locations should cereals and other grain products be stored?

(5) Principles of preparation

Have students read resources about the principles for preparing quick breads. Plan breakfast, lunch, or dinner laboratories in which each laboratory group prepares a different quick bread. Include breads such as waffles, gingerbread, banana bead, corn bread, muffins, biscuits, and pumpkin bread. Be sure the quick breads chosen are appropriate for the menus planned for the laboratory.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Demonstrate for the class the preparation of several kinds of cooked cereals or quick breads. Have the students brainstorm for creative additions for adding variety to products. Some examples are cinnamon, nutmeg, sliced peaches, strawberries, nuts, granola, and raisins. Have students determine the cost of cereals or quick breads and the cost per serving. KEY QUESTIONS: Which cereal was the easiest to prepare? What are the advantages and disadvantages of using the various types of cereals?[B]

Have students view an exhibit showing several varieties of pasta. Watch a demonstration of the proper cooking techniques for pasta. KEY QUESTIONS: Should cooked pasta be rinsed after cooking? Why or why not?

Have students participate in a breakfast, lunch, or dinner laboratory featuring cereals or pastas. Have each group of students prepare a different type of cereal product, such as oatmeal or farina for breakfast, oatmeal as part of a dessert or oatmeal cake, rice served with vegetables, rice used as a dessert or rice pudding, rice as part of an entree or main dish casserole, rice as part of a soup, hominy or grits as a part of a casserole, or grits as a breakfast cereal. Groups could prepare pastas and include them as salads and entrees, such as pasta salad, macaroni and cheese, or as meat extenders including spaghetti with meat sauce. Pastas could also be prepared for use as appetizers or as an accompaniment to an entree. Evaluate the food product quality and the methods used in the food preparation.[B] [C]

c. Meat, poultry, and fish
(1) Terms

Have students study resources to find definitions for the following terms related to meats: acids, aging, additives, collagen, connective tissue, cured meat, grading, marbling, meat analog, textured vegetable protein, protein, variety meats, trichinosis, braising, roasting, moist-heat cooking methods, cooking in liquid, and dry-heat cooking methods.[B]

Have students study resources to find definitions for the following terms related to poultry: capon, roaster, broiler-fryer, duckling, squab, turkey, goslings, giblets, braise, fricassee, simmer, truss, stew, and deep-fry.[B]

Have students use resources to define the following terms related to fish: finfish, shellfish, fillet, cured fish, smoked fish, pickled fish, iodine, thyroid, goiter, scallop, bisque, and chowder.[B]

(2) Nutritional contributions

Have students study references on the nutritional contributions of meat, poultry, and fish. Determine the daily protein requirements

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

for adults and children. KEY QUESTIONS: Based on the readings, do Americans generally eat too little, too much, or just the right amount of protein? What are some reasons for this?

Lead a discussion on the major nutritional contributions of meats, poultry, and fish. Have students study references or nutritional composition charts to find specific information for each. KEY QUESTIONS: Which provides the most protein? Which is the lowest in cholesterol? Which provides the least fat? Which provides the most vitamins?Which would be the most expensive? Which would be the least expensive source of protein?

(3) Convenience food facts

As an enrichment experience, have students identify and discuss ready-to-eat meat, poultry, and fish items that are available in the supermarket. Compare the prices of meat, poultry, and fish products at grocery stores, at fast food or take-out restaurants, and at delicatessens in supermarkets.[B]

Have the students compare the costs by nutritive value for one serving of steak, one serving of fish, and one serving of chicken. NOTE: Provide charts which show the number of servings per pound of meat, fish, and poultry. KEY QUESTIONS: Which serving was the most economical for the amount of nutrition received? Which serving was the most expensive for the amount of nutrition received?[B]

(4) Selection, care, and storage

Have students study resources on the selection, care, and storage of meat, fish, and poultry. KEY QUESTION: What factors influence the selection of protein foods? Some examples include the amount of money available for food, taste preferences, food habits, customs, and storage available.

Demonstrate for the class the proper storage techniques for meats, fish, and poultry. KEY QUESTIONS: What kinds of storage supplies are required? What temperatures are necessary? Where should meat, fish, or poultry be placed in a refrigerator or freezer for storage? How should they be prepared to maintain quality during storage? How long can meat, fish, or poultry be refrigerated or frozen?

Have students study meat charts to identify various cuts of meats, including beef, veal, pork, and lamb. KEY QUESTIONS: Which cuts of meat are the more tender cuts of meat? less tender?

As an enrichment experience, have students compare the expense per serving for preparing a fried chicken meal at home, purchasing a fried chicken dinner at a fast-food restaurant and purchasing a

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	frozen fried chicken dinner. KEY QUESTIONS: Which product would cost the most? Which would cost the least? Which requires the least time for the consumer to prepare? Would each of the three be a good buy in certain situations? Why or why not?
(5) Principles of preparation	Have students study resources to determine the major principles related to cooking meat, fish, and poultry. An example is cooking at low temperatures for the proper length of time to enhance the flavor, improve the color, destroy bacteria and harmful organisms, and make meat more tender. KEY QUESTION: What is the one principle that is common to the preparation of any food containing protein?
	Have students participate in breakfast or lunch laboratories featuring meat, poultry, or fish. Each group should plan and prepare a whole meal preferably including an appetizer, main dish, fruit or vegetable accompaniments, bread, and beverage. Each group should use a different method of preparation, including meats, poultry, or fish as the main dish or entree and as parts of soups, salads, appetizers, and vegetable dishes. Evaluate the foods prepared and the methods used in the preparation.[B] [C]
f. Beverages (1) Terms	Have students study resources to find definitions for the following terms: caffeine, steep, stimulant, percolate, vacuum method, tannin, cocoa, chocolate, chicory, fruit juices, and fruit drinks.[B]
(2) Nutritional contributions	Have students list types of beverages suitable for serving with meals or alone. Some examples include coffee, tea, milk, chocolate milk, cocoa, juices, water, fruit drinks, and soft drinks. Analyze the list of beverages and determine which are the most nutritious. KEY QUESTIONS: Which beverages are consumed for their stimulant effect? Which ones have the highest caloric content? Which beverages often have calories added to them through the use of sugar or cream? Which beverages provide the most vitamins and minerals?
	Have students study references on the role of beverages in providing the daily needs for liquids and nutrients. KEY QUESTIONS: How much liquid is recommended in the daily diet? How does the need for liquids change with an individual's activity level? How does the need for liquid change with rises in room or outdoor temperatures? What nutrients can be supplied by beverages that are helpful in meeting daily nutritional needs?
(3) Convenience food facts	As an enrichment experience, have students survey the selection of convenience coffees, teas, cocoas, fruit juices, and fruit drinks

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	at a local supermarket. KEY QUESTIONS: Is there a wide selection? How do the prices of instant products compare with the prices of regular beverage products?
	As an enrichment experience, have students look for recipes to prepare a cocoa mix and spiced tea mix. Calculate the cost per serving of the home-prepared mix to a ready-to-use commercial mix. Prepare the mixes and evaluate the products.[B]
(4) Selection care, and storage	Have students identify what is wrong with the following statements on beverage storage, and make recommendations for correcting them: 1) mix frozen orange juice with boiling water to thaw 2) store coffee with the lid off to give the kitchen a pleasant aroma 3) grapefruit or other citrus juices may be stored in the refrigerator without a lid and 4) milk drinks will have a better flavor if stored in the refrigerator for six days or longer.
(5) Principles of preparation	Have students study resources on the principles of preparation for various beverages. Demonstrate one method for preparing and serving coffee either hot or cold. Have students evaluate the products.
	Have students participate in lunch or dinner laboratories featuring beverages. Each group should plan a whole meal which includes an appetizer, salad or vegetable dish, entree, bread, and beverage. Each group should prepare a beverage using different preparation methods, for example, fruit and vegetable juice based beverages, cocoa and chocolate beverages, flavored milk drinks, hot and cold tea, and tea based beverages might be included. Evaluate the foods prepared and the methods used in the preparation.[B] [C]
g. Simple appetizers, garnishes, and condiments (1) Terms	Prepare a bulletin board showing pictures of appetizers, garnishes, and condiments. Have students look up definitions of the words appetizer, garnish, and condiment.[B]
(2) Nutritional contributions	Have students study resources to determine the salt content of frequently used condiments. KEY QUESTION: Since one of the dietary guidelines is to avoid too much sodium, what deductions can be made regarding the use of many condiments?
	Identify for the students the nutritional contributions from garnishes made of fresh fruits and vegetables. KEY QUESTIONS: Are garnishes generally eaten or left on the plate? Why or why not? What can be done to encourage one to eat nutritious garnishes?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Using charts on compositions of food values, lead a class discussion on the nutritional contribution of the following appetizers: deviled eggs, bean dip, sour cream dip, vegetable relish tray, beef broth, cheese soup, and tomato juice. KEY QUESTIONS: Would any of these appetizers be high in sodium or calories? What other nutrients are available in the appetizers?
(3) Convenience food facts	Have students make a list of appetizers which might be kept on hand. Be sure to include easy-to-prepare fresh foods, such as celery, carrots, radishes, and apples. KEY QUESTIONS: Which appetizers are most nutritious? least nutritious?
	Have students brainstorm in groups ways to enhance meals using convenience foods. Appetizers, condiments, and garnishes, added with a flair, can make frozen dinners or planned-over meals more appealing.
(4) Selection, care, and storage	Lead a class discussion on the importance of the proper selection of garnishes, appetizers, and condiments. NOTE: Principles of color, texture, shape, temperature, and flavor used in planning meals can be applied to the selection of garnishes, appetizers, and condiments as well. The enhancement of meals through appearance and flavor should be a guide in selection.
	Have students study resources to determine proper storage techniques for spices and herbs which can be used as garnishes and condiments.
	Review briefly with students the care and storage techniques for fresh fruits and vegetables. Point out tips for keeping items crisp.
(5) Principles of preparation	Have students view an audiovisual on garnishes or other appetizers. Suggest garnishes other than those shown in the visual aids that could be used to enhance a meal.
	Demonstrate preparation of one or more of the following for the class: sections of oranges or grapefruit, radish roses, carrot curls, toasted nuts, celery fans, scored cucumbers, citrus cups, tomato cups, melon boats, pickle fans, or deviled eggs. During the demonstration, explain the steps to the class and give suggestions for use.
	Have students participate in a breakfast or lunch laboratory featuring appetizers, garnishes, and condiments. Have each group plan and prepare a whole meal including an appetizer, main dish or entree, fruit or vegetable accompaniment, bread, and beverage. A dessert may be added if appropriate. Some examples of appetizers, garnishes, or condiments that might be prepared and included in the meal are chili sauce, chutney, pear or corn relish,

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	vegetable or fruit garnishes, soups, and fruit cups. Evaluate the food product quality and the methods used in the food preparation.[B] [C]
E. Consumer management techniques 1. Food costs a. Nutrient-dense foods	Define the term *nutrient density*. Differentiate between foods which are naturally nutrient dense and those which have been *fortified* with vitamins and minerals to increase their nutritional quality. Display several examples of cereal products or beverages which can be purchased in forms which are lower or higher in nutritional quality, such as raw or unfortified, partially fortified with some vitamins and/or minerals, and heavily fortified to provide nearly complete levels of the RDA with one serving. Have students chart the differences in levels of nutrients and compute the added cost of purchasing forms of foods which have been manufactured to be more nutrient dense. Have the class develop an outline of factors which a consumer might consider when deciding whether to spend more money to buy foods which have higher nutrient density.[B] [C]
b. Empty-calorie foods	Define the term *empty calorie food*. Have each student keep a record of the foods he or she eats during a one-week period which could be classified as an empty calorie food. Using prices obtained from a local grocery store or the cost of foods reported by the students themselves, have each student calculate the approximate weekly and daily cost of the empty calorie foods she or he eats. Include the amount spent by the student's family for food eaten at home. Compile the results and compute an average cost of empty calorie foods representing the eating habits of the entire class. It may be revealing to compute an average for males and for females and compare the two figures.[B] Divide the class into two groups and have a class debate. Have one side taking the pro position and defending the need, cost, and acceptability of empty calorie foods in the teenager's regular diet. Have the other side taking the con position, defending the idea that empty calorie foods are costly, provide less nutritional value in the diet, and should be replaced by appealing, but more nutrient dense foods in the average teenager's diet. Another option is to divide students into debate teams and have each group elect a team captain to be in charge of the group. Before beginning the group or team debates, establish the rules and review procedures to be followed. Evaluate the debate on content and the students' abilities to communicate effectively through oral debates.[B] [C]
c. Food processing costs	In order to compare the cost and palatability of foods which can be purchased in a highly processed or relatively unprocessed form,

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

select a popular food that can be made from scratch, and may be purchased partially prepared at the grocery store or fully prepared at a restaurant, cafeteria, and/or fast food store. Have the students prepare the food and compare the cost and quality differences between each form from various sources. Calculate the additional costs of obtaining the item in partially and fully processed forms as well as the added convenience of not having to prepare it from scratch. Lead a class discussion on the findings. KEY QUESTIONS: In addition to processing costs, what other costs might cause the more processed forms of the food product to cost more? Would packaging for the food product increase its cost? What additional costs do restaurants and fast food stores pass along to the customer when they buy food items? What factors other than cost would affect the consumer's decision to make a food product at home from scratch or to buy it in another form?[B]

As an FHA/HERO activity or an enrichment experience, have students establish a classroom business to make and sell a food item such as nutritious cookies, fresh yeast rolls, or quick breads. Students could organize and operate the business, plan a marketing strategy, take orders, and determine how to spend the profits. Have the class determine the quantity of raw materials to buy, how to package the product, the advertising budget, how to sell the product, and what the cost must be to make a profit. After operating the business, have the treasurer show the class how much the raw materials cost (per loaf of bread, muffin or per bag), the breakdown of costs of processing the product, and the cost per unit for the raw materials and the cost per unit of processing and marketing. Show a comparison of the cost per unit of their product, the cost of a similar product from a grocery store, and the cost of a similar food product ordered at a food service establishment. Lead a class discussion on how food processing adds to the cost of a food product. Based on their experience with operating a business, have the students discuss whether manufacturers and food businesses are pricing their products fairly. KEY QUESTIONS: What additional hidden costs might other businesses have that the student business did not? If each student who prepared and packaged the food had been paid for their labor, how would this influence product costs? How much would the business have had to charge per unit to cover labor costs? What conclusions can be made about the food processing costs of operating a small food production business? CRITICAL QUESTIONS: If given the opportunity to operate this business for the rest of the school year, would the students choose to do so? Why or why not? What is the value of such a business to its owners, employees, and customers?[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

2. Food selection and purchase
   a. Shopping techniques

Explain to the students that it has been said that people spend less on food purchases when they shop only once a week and use a shopping list, because they tend to buy only the items from the list. Lead a class discussion on the reasons why such a plan might help some persons cut food costs. KEY QUESTIONS: Would the students in the class be willing to shop for food in this way if they did the food buying for their own households? Why or why not? Does the method require more planning? Why or why not? What kind of planning does it require?[C]

Have students study resources on shopping and tips on writing a shopping list. Have students list the advantages and disadvantages of shopping with a list. Lead the class in a discussion about the findings.

Develop a class list of guidelines for preparing a shopping list. Some examples are to consult menu plans for the week, day, or month; make a list of ingredients needed for each recipe; determine foods on hand; and determine quality, quantity, and form for each item needed.

Lead a class discussion on what may happen if one shops when they are hungry. KEY QUESTIONS: Will one be more easily tempted to buy things not on the shopping list? What other factors may increase the temptation to purchase unplanned items? How do signs, placement of displays, and placement of items on shelves affect purchases? How can one avoid being tempted?

As a Student Occupational Activity or enrichment experience, have the students plan the family menu for one week, plan the shopping list, purchase the family food, store the food, and then prepare the meals for the family. Evaluate the activity to include attention to nutrition, shopping techniques, meal preparation techniques, safety and sanitation practices, quality of products, and satisfaction of family members.

As a class project or as an enrichment experience, have students interview a grocery store manager to find out when selections are freshest and most complete. KEY QUESTIONS: When are produce deliveries made? dairy deliveries? bread deliveries? When are shelves stocked? When is the store most busy? What day and time is the store the least busy? On which days are specials offered? Does the grocer offer special store coupons? savings with double coupons? Make a chart showing this information for major stores in the local shopping area. Share the information with the class.[C]

[C] = Common Essential Element

b. Influence of advertising and marketing on food choices

Have students work in groups to identify factors that make food advertisements useful. Include in a class discussion information about the product; appeal of the product; factual information, and price information, etc.

Have students locate articles on the marketing techniques used by supermarkets to increase sales of specific items. Some examples are items placed on the center shelf move faster than those on the bottom shelf; one item may be located in several places in the store, etc. Have students visit a supermarket and survey how many of these marketing techniques are used. Follow up with a discussion in class.

Divide the class into teams which will watch television at different times of the day, listen to the radio, examine newspapers and magazines, and look for billboards and displays including grocery store displays in order to identify new food or beverage products which are the focus of current media campaigns. Assist the students in comparing the findings of each team to determine if the media campaign for a given product is different from one form of media to another. Have them determine what kind of audiences are the target of the advertising and the main selling points for the product. Ask them to conclude whether the campaign will have an influence on their own buying habits and/or those of the persons who do most of the food purchasing in their own households. CRITICAL QUESTIONS: Is it right that companies find it necessary to have marketing campaigns to convince people to buy food products, especially since the advertising increases the cost of the product to the consumer? What are the negative effects of food advertising? What are the good influences of food marketing on the consumer? Is there a positive result of media campaigns to get particular consumers to buy more food products? Give examples of food advertising which has been helpful and that which hasn't helped in useful decision making about what to buy.[B] [C]

Display samples of products packaged in various types and sizes of packaging. Examples are cans, boxes, plastic film, aluminum foil, etc. KEY QUESTIONS: What purposes does packaging serve? What are the advantages and disadvantages of each type of packaging material?

Have students study references to identify the standard sizes of cans and containers. Examine products that come in different sizes. Determine what the price per serving is for each size container. KEY QUESTIONS: Does the size of the container

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

influence the cost of the product? What are some other factors that influence the costs of products?[B]

Compare the price of the same food item canned in glass and in cans. An example is pimentos. KEY QUESTIONS: Does the price indicate a difference in the cost of packaging materials? Which packaging materials cost more? less?[B]

c. Labeling

Provide students with information on food product labeling, defining the terms *open code dating*, *unit pricing*, and *nutrition labeling*. Explain what information must appear on products required to have nutrition labeling and how it must be formatted. NOTE: A good reference for fact sheets on labeling and an additional source of suggested learning activities is *The New Nutrition* Teacher's Guide and Student's Guide, 1982, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Refer to the sections in these guides on RDA's.

Provide nutrition labels to students and have them complete a worksheet which has them identify the number of servings in the container and the size of servings; the amount of calories, fat, protein, and carbohydrates in each serving; and the percentage of the RDA for various vitamins and minerals found in each serving. Lead a class discussion on how knowing this information about a product before purchasing it can be helpful to a consumer in making a buying decision.[B] [C]

Bring to class labels from food products representative of each food group for students to review. Study the labels to identify information that is common to all food labels.

Have the students study references on labeling laws. Lead a class discussion on what information is required by law and what information is merely descriptive. Examine food product labels and look for the information required by law. KEY QUESTIONS: Why is the information required? Who would need to know this information?

Have students study the list of ingredients on a food product label. Note that the ingredients are listed by weight in descending order. An example is that "Water, sugar, and flavoring" indicates the product is chiefly water, and that the amount of sugar is greater than the amount of flavoring. KEY QUESTIONS: Why would this information be valuable to a consumer? How are contents and price related?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Have students study labels to analyze the information listed. Cross out words which do not provide consumer information that is required or informative. KEY QUESTIONS: Are some labels more informative than others? Are nutritive value and cost related?

Lead a class discussion on the federal standard of identity for foods. Display examples of labels from foods such as milk, ice cream, and mayonnaise. Note the list of ingredients. Have students explain reasons for food standards. KEY QUESTION: Why are ingredients not listed on food items for which standards of identity have been established?

List foods which are usually graded. Have students study references to determine the various grades and their definitions. KEY QUESTIONS: Why is it advantageous to consumers to know that foods are graded and their grades? Are food grades an indicator of quality?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VIII

COMPETENCY: (b.8) *Concepts and skills related to personal and family health.*

SUB-COMPETENCIES:

(A) *Summarize ways to promote individual and family health.*

(B) *Evaluate methods of meeting the safety needs of family members.*

(C) *Explain factors affecting individual family health decisions.*

(D) *Relate personal achievement to one's health and that of family members.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VIII. Personal and family health A. Maintaining family/ individual health 1. Concepts of wellness	Define and lead a class discussion on the concept of *wellness*. One current definition is: when the whole person—mind, body, and spirit—functions at that person's greatest potential. KEY QUESTIONS: Can everyone achieve wellness? Why? Can handicapped persons achieve wellness? Is it necessary to achieve total wellness or is it important to move toward that goal to the greatest degree possible? Whose responsibility is wellness? Ask students to read an article on wellness in a current periodical or book. Have short reports in class or have students write a one-page report to hand in for evaluation. Evaluate reports on the basis of content and effective communication skills.[B] Divide students into groups. Have groups develop posters or bulletin boards on wellness. Check to see that the following points are included: *Physical wellness*—adequate energy; disease resistance; firm skin that is free of rash, swelling, or blemishes; bright, clear eyes, erect posture; well distributed weight; shiny hair; healthy gums; and good muscle tone. *Emotional wellness*—positive attitudes; copes well with stress; rests, relaxes, and sleeps well; adapts to change; assumes responsibility; feels satisfaction with work; and has realistic short and long-term goals.[C]
a. Personal health habits	Have students complete Teaching Aid 134, Personal Health Habits. In the column for "Habits," identify and list the good and poor health habits described in the case situations. In the "Improvements Needed" column, make suggestions for improving the poor health habits that are described.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead a class discussion on the completed teaching aid. KEY QUESTIONS: Why should health habits be improved? What might happen if the person continued the poor habits?[C]
	Ask students to record their own good and poor health habits for one day. On the following day lead a discussion on the importance of good health habits and ways poor habits can be improved. After the discussion, have students list ways that they will improve one of their poor health habits.[C]
	Divide the class into five groups. Have each group elect a leader. Assign Group 1 to investigate and report on good health habits related to nutrition and diet. Group 2 should research the physical fitness, exercise, and weight control aspects of personal health. Group 3's assignment is rest, leisure, and relaxation. Group 4 should report on the effects of using drugs and alcohol on personal health, and Group 5's topic is personal hygiene including care of the skin, hair, nails, and teeth. The class reports by each group leader should relate the assigned topic to different age groups. Evaluate reports on the basis of content and, if possible, communication skills.[B] [C]
b. Factors which increase the risk of health problems	Prepare a display of health resource materials such as books, pamphlets, and bulletins from medical organizations. Ask each student to select one resource, read the material, and report to the class. Some major health concerns include communicable diseases, chronic diseases, alcohol or drug abuse, obesity, and lack of exercise. Have a discussion on the risks to individual health posed by these health concerns. CRITICAL QUESTIONS: How can the risks be reduced? Are groups like MADD, Mothers Against Drunk Driving, able to influence the laws and secure changes?[B] [C]
	Draw a two-column chart on the chalkboard. Title the columns "Health Habits" and "Risks." Under health habits list smoking, physical activity, diet, stress, alcohol, and other habits suggested by the students. In the next column, list ways given by students in which the absence or presence of each health habit poses risk. Have students specify the risks involved such as decreasing the life span or work productivity or increasing the likelihood of illness and/or accidents.[C]
c. Physical health	Have students define *physical health* through brainstorming and class discussion. Then students should find other definitions in references and textbooks. Compare and contrast these definitions to the class definition.[B]

[C] =Common Essential Element

[B] = Basic Skill Reinforcement

Show students pictures of people participating in activities in which good physical health habits are being maintained. As each picture is viewed, identify the health habit being practiced. The habit may be related to nutrition, exercise, sleep and rest, or hygiene. As each principle of health is discussed, list additional activities on the chalkboard which could contribute to better health. Lead a discussion on ways in which factors such as time, costs, and activities influence personal physical health.[C]

Ask students to list on paper five physical characteristics of a healthy person. Using the suggestions, compile a checklist of desired physical characteristics. Ask the students to compare their physical characteristics to those on the checklist. Lead a discussion on ways in which desired characteristics vary with different age groups. KEY QUESTION: What desired physical characteristics remain stable throughout life?[C]

Encourage students to brainstorm suggestions for how families can promote good physical health among family members. CRITICAL QUESTIONS: How many of the suggestions could be applied to a single lifestyle? How many would be suitable for a handicapped or disabled family member? How many suggestions would be appropriate for an elderly family member?[C]

Draw a time line on the chalkboard. Designate on the line the hours of the day. Drawing from student suggestions, list physical needs that are met at various times throughout the day. Examples are food intake for energy, clothing selections to accommodate for weather, household tasks related to sanitation or health, and accident prevention. KEY QUESTIONS: Is there a time of day when more physical health needs are met than at other times? Would this vary according to personal or family schedules and preferences?[C]

Prepare large sheets of paper with the following topic headings: food, shelter, clothing, professional medical care, and accident prevention. Divide the class into groups and have the group elect a leader. Give a topic sheet to each group of students. Ask the groups to list ways family physical needs can be met for their topic area. Have each group present its list. Lead a class discussion on the lists in terms of costs, variations in family backgrounds, individual standards, time, and culture.[C]

d. Emotional and mental health needs

Ask each student to write a definition of *emotional* or *mental health*. Briefly discuss the meaning of emotional and mental health, then compare to the student definitions. Identify and discuss the similarities and differences of the definitions. How

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[C] = Common Essential Element

could various interpretations of emotional health be significant in evaluating the emotional and mental health of an individual?[C]

List on the chalkboard the qualities that describe good emotional and mental health. Include examples such as gives and accepts love and affection, is responsible for own feelings and actions, gets along with other people, adapts to change, handles stress, and recognizes differences between reality and non-reality. Lead a class discussion on how families can establish and maintain good emotional and mental health qualities in family members. KEY QUESTIONS: What are the major indicators of sound emotional and mental health? How can particular circumstances such as stress affect emotional and mental health?[C]

Ask students to describe times when they feel or think negatively. Lead a discussion on how this influences their motivation, contentment, and interactions with other people. Write brief descriptions on the chalkboard. Ask students to describe times they feel or think positively. Write the positive descriptions next to the negative. Have students discuss and contrast the two columns. KEY QUESTION: How could identifying these triggers to negative and positive thinking help maintain emotional and mental health?[B] [C]

Define and discuss *stress* with students. Ask students to identify areas in which they experience healthy and unhealthy stress and the behaviors and symptoms that accompany their periods of stress. Examples include headaches, backaches, crying, compulsive eating, compulsive smoking, worrying, impatience, frustration, and inflexibility. With student input, identify effective ways of dealing with stress. Examples include relaxation techniques, deep breathing, exercising, reading, sleeping, and talking to a friend. For other activities refer to Unit D, "Conquering the Stress in Your Life," in *Home and Career* developed by the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B] [C]

2. Long-term health needs
   a. Types

Lead a class discussion regarding the types of long-term health care situations. Include: diabetes, hypertension, a permanent disability or handicap, cancer, stroke, and arthritis. KEY QUESTIONS: How long is long-term? Who will provide the care? How will family members be involved? What care will need to be provided?[B] [C]

Ask students to share with the class any personal experience their families have had with long-term home health care. KEY

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	QUESTIONS: What changes were necessary in daily routines, diet, food preparation, etc.? Did the long-term care of the patient involve most of the family members? to what extent?[B] [C]
b. Adjustments	Assign readings of selected articles related to adjustments to long-term health problems. The articles can be found in magazines or newspapers. Students should analyze the articles for changes that occurred, the adjustments that resulted, and the impact upon the family. What alternative adjustments could have been made? The students should present their information in a short report of one or two pages. Evaluate reports on the basis of content and effective written communication. KEY QUESTION: What alternative adjustments could have been made?[B] [C]
B. Safety needs of family members 1. Home safety and sanitation	Conduct a spelling bee which includes words related to safety and sanitation. Examples of spelling words include accident, hazard, risk, safety, precaution, prevention, danger, sanitation, sterilize, disinfect, etc. After the spelling bee, which may or may not be graded, discuss the meanings of words in relation to family health.[B]
	Prepare a display of items found throughout the home which promote safety. Items can include: fire extinguishers, smoke detectors, pot holders, grounded plugs, door locks, night lights, window locks, and bath mats. Lead a class discussion on the items and their usage. CRITICAL QUESTIONS: Why is it important that safety items be utilized throughout the home? What other items can be included in home safety? What additional items would be needed in the home to promote safety for a handicapped family member?[B] [C]
	Divide the class into groups and have each group select a leader. Assign each group an area of the home such as the living room, kitchen, bedroom, bathroom, laundry room, and garage. Ask each group to list possible hazards for their assigned area. Examples include bathroom—electrical shock from hair dryer or radio used near shower or tub; living room—fall from slippery throw rug. As each group presents the hazards, discuss preventative measures.[C]
	Have the same groups list sanitation needs for their assigned room or area. Have them suggest a cleaning schedule for daily, weekly, and monthly tasks to maintain sanitation. Allow the groups about 20 minutes to compile their list and schedule and about five minutes per group for class reports. Evaluate reports for content and effective communication skills.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Lead a class discussion regarding special precautions and sanitation techniques to be used when a family has an infectious disease. Include: laundry sanitation, dish-washing sanitation, bathroom sanitation, and isolation of the patient.[B] [C]

2. Safety in family activities

Assign readings about safety precautions needed when driving or riding in a vehicle. Precautions might include: use of safety belts or child restraint seats—as required by law, use of door locks, and the application of defensive driving techniques.[B] [C]

Show pictures of the various forms of transportation such as an automobile, train, airplane, ship, bicycle, motorcycle, and pedestrian. As each picture is presented ask the students to write one or two safety tips that can be followed when traveling by that means. Review the listing and lead a discussion on the potential for accidents. KEY QUESTION: Why is it helpful to be aware of potential hazards and be prepared for the unexpected?[B] [C]

Invite a highway patrol officer or state trooper to visit the class to discuss transportation safety. Ask the officer to give statistics on annual deaths and injuries in the state from automobile accidents. Also include information and statistics on drunk drivers and deaths and injuries resulting from drunk driving. Have students prepare questions to ask speaker.[C]

Obtain information from an insurance company or agent on current rates for insuring teen drivers. Lead a class discussion on the reasons that rates for teen drivers are higher than for adults. If your school offers driver's education, that teacher could be asked to assist with this discussion.

Write the word "Recreation" in a vertical column on the chalkboard. Ask class members to suggest one-word descriptors of safety guidelines that can be applied when participating in recreational activities. Each descriptor should begin with one of the vertical letters. KEY QUESTIONS: What are the advantages of practicing safety during leisure time? How can safety procedures affect recreational activities?[C]

Ask each student to write a paragraph on a family activity in which they participate and the safety procedures the family uses during this activity. If this assignment is graded, bonus points might be offered for additional suggestions students could make to improve their family's safety when engaging in this activity. Evaluate students reports on the basis of content and communication skills.[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

3. Response to emergencies

Use Teaching Aid 135, Potential Home Emergencies, to initiate class discussion. KEY QUESTIONS: What steps could be taken to prevent the emergencies? What are other common home emergencies and their causes?[B] [C]

Have students evaluate their own potential home emergencies. They should record the findings on paper and develop a plan for improvement. Lead a class discussion on the plans for improvement in class. CRITICAL QUESTIONS: What other precautions could be taken to prevent emergencies? Does the age range of the family members have any relationship to the potential emergencies? Explain your answer. Does the age range also affect the precautionary measures that need to be taken? What precautions would parents of small children need to take?[B] [C]

a. First aid

Show a film on first aid principles that relate to home emergencies. Lead a discussion on the principles. KEY QUESTIONS: Would training or practice be needed in order to use these principles in a home emergency? How can you obtain practice or training? Why would it be important for family members to know first aid principles?[B] [C]

Lead students in a discussion regarding first aid principles that they have used at home and the situations that required them. Have they been involved in any emergencies that have required first aid training such as CPR or the Heimlich maneuver?[B] [C]

Invite the school nurse to demonstrate and discuss with the class some first aid techniques such as the Heimlich maneuver, applying dressings, cleaning wounds, stopping bleeding, removing foreign matter from the eye, and recognizing and treating shock. The students should participate in the demonstrations and, as appropriate, practice the techniques on each other.[B] [C]

b. Community resources

Organize a field trip to a local fire department with a paramedic unit. Have students ask about the services provided by the fire department and the paramedics. KEY QUESTIONS: What are some typical calls that the paramedics get? Who pays for these services? How many calls do they answer per month? Is there a problem with false alarms? How much does it cost to make a run?[C]

Have the students research and list four community resources that provide for the safety of family members. Examples include hospital emergency rooms, urgent care centers, ambulance services, paramedic services, fire department, the Red Cross, etc.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTIONS: How does one obtain the services? What are the costs of the services? Are the costs the same for everyone? Do they provide first aid and safety technique training to the public? What type of training is required for the people who provide the safety services?[B] [C]
4. Fire prevention	Lead a class discussion regarding fire prevention in the home with the students, and ask students to list some of the causes of home fires. Examples include careless smoking, misuse of matches, candles, stoves, cooking equipment, heating equipment, fireplaces, etc. KEY QUESTIONS: What are some ways to prevent fires? What steps should be taken if a fire is discovered burning in the house? Why is it important that members of the family know their responsibilities in case of fire?[C]
	Distribute a copy of Teaching Aid 136, Fire Prevention Checklist, to each student and have them complete the checklist at home. Students can bring their completed checklists to class the following day and discuss improvements that need to be made in their homes for fire safety.[B] [C]
	Have students sketch a floor plan of their family's house or apartment as homework. The sketch does not have to be drawn to scale but should include doors and windows. Ask that the students plan a primary and secondary escape route from each room in their home. These routes may be indicated with a red pen and the number one for primary escape route and the number two for the secondary escape route. The plans should be handed in for evaluation. Discuss the plans in class once they have been evaluated. KEY QUESTIONS: Have teens and adult family members been assigned responsibility for assisting elderly or very young children in case of fire? Have smoke avoidance techniques been reviewed by every family member? Has a fire drill been held?[B] [C]
C. Making family health decisions 1. Decision making in health care	Duplicate Teaching Aid 89, Steps in Decision Making. Have students fill in each step with decisions that could pertain to the family based on the case situation they read about in activity A-2-b. Discuss the decision making steps with students. What are the advantages of using this method for making family health care decisions?[B]
a. Consumer responsibility	Lead a class discussion regarding the five consumer rights with the students. These rights include: the right to be informed, the right to safety, the right to choose, the right to be heard, and the right to redress. KEY QUESTIONS: How could the rights be

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	applied to family health decisions? What safety requirements affect family health? What kind of information does a consumer need in order to make family health decisions? Where can reliable information be obtained? What choices does the consumer have? For what issues does the consumer have a right to be heard?[C]
b. Financial preparedness	Have students gather information on health insurance costs, hospitalization costs, doctors' office call costs, etc. Compare information. KEY QUESTIONS: What are the advantages of group health insurance? Do doctors charge the same amount for an office call? How can a family plan financially for an unexpected illness or hospital stay?[B] [C] Make copies of Teaching Aid 137, Factors Affecting Family Health Decisions, for each member of the class. Have students write out their answers as a basis for discussing the effect these factors have on family health decisions. KEY QUESTION: Why would the factors vary from family to family?[B]
2. Health care resources a. Health care professionals	Lead a class discussion on sources of information for selecting medical services. Examples include recommendations of friends, neighbors, co-workers, medical schools, hospitals, medical society, etc. Have students develop a list of guidelines to follow when selecting a family physician or medical service. The list should include: convenience of location, office hours, arrangements for emergencies, how efficiently the office is run, attitude of office staff and professionals, thoroughness of examinations, payment requirements and arrangements, the hospital with which the doctor is associated, etc. Invite a doctor, nurse, dentist, or other health professional to speak to the class on the topic of selecting a family physician and medical services. Have students develop a list of questions on selecting medical professionals for the speaker to answer. KEY QUESTIONS: How can a family or an individual select a physician? a specialist? How should a newcomer in town find a doctor? What should a family or an individual do if they are not satisfied with the physician, specialist, or services? What kind of information will a new doctor, dentist, or other health professional request? How are fees for office calls determined? Are charges negotiable? What are common fee payment procedures?[C]
b. Health care services	Have students use the yellow pages of the phone book to identify and list the kinds of medical services available in the community or city. Include state and federal agencies, city/county agencies, non-profit health organizations, and private businesses. Examples

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

might include county department, state rehabilitation commission, veterans hospitals, blood banks, American Red Cross, American Cancer Society, March of Dimes, United Way, family planning services, ambulance services, nursing services, medical equipment sales and rental services, and private hospitals.[B]

Ask students to select one health-related community resource and obtain information on the services offered, the numbers of people served, and how to obtain the services. KEY QUESTIONS: Are classes offered? Who is eligible for the services? How is the service funded? Are recipients billed?[B]

Conduct a field trip to a local family health facility, if possible. Listen to a staff member describe the services provided. Ask how many persons are served each day, month, and year; the costs involved; where the funds come from; etc. Examples of health care facilities to visit include city/county health department, a well-baby clinic, a blood bank, emergency medical services (EMS), etc. If a field trip is not practical, invite a panel of speakers representing several agencies.

Suggest that the local FHA/HERO chapter schedule a community service activity related to family/individual health. This could be a chapter activity or service by individual members. Some suggestions are: driving individuals without transportation to doctors' appointments, assisting with fingerprinting children for easy identification, delivering meals for Meals on Wheels, providing child care services during visiting hours at hospitals, making tray favors for nursing home residents, sponsoring a blood drive or health fair in which health care providers meet in a central location to conduct free or low-cost health screenings such as blood pressure, eyesight, hearing, dental, etc.[C]

c. Medical records

Have students find and write out definitions for the following words:

accidents
allergies
blood type
chronic disease
dental record
height
hospitalization
immunizations
lab test record
major illness
weight
X-ray record

Discuss definitions in class. KEY QUESTIONS: What additional information might be needed on a medical record? Why is it important for an individual or family to keep accurate medical records?[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Provide a display of examples of family health records for the class to examine. Divide the class into groups to compare the record samples. Have each group report which record it would select and give reasons for its choice.[B]
	Have students complete Teaching Aid 138, Medical Records Information. The students do not need to hand in the completed information sheets, but check to be certain students complete the assignment. Have students discuss this type of record. KEY QUESTIONS: Could this medical records information form be improved? What other types of information would be helpful? Would it be easy to use?[B]
3. Self-help in health care a. Health monitoring	Use Teaching Aids 139 and 140, Health Monitoring Schedule for Children and Health Monitoring Schedule for Adults, as a basis for a class discussion on when to see the doctor. KEY QUESTIONS: When would more frequent visits to the doctor for examinations be required? Would children only see the doctor for immunizations? How often should eyes be examined? How often should teeth be checked?
	Lead a class discussion on the *Seven Warning Signs of Cancer* as published by the American Cancer Society. Obtain and give students appropriate copies of materials about self-examination for cancer available from the American Cancer Society of local physicians.[B] [C]
	Ask a local pharmacist to provide an exhibit of health monitoring equipment or kits for the class to examine. Examples might include new sensor type thermometers, blood pressure devices, blood sugar testing kits, etc. Ask the guest speaker to discuss the reliability and effectiveness of these kits.[C]
	Have students look through current magazines for advertisements of health monitoring equipment or kits. KEY QUESTIONS: How many different types were found? What is the cost? Why would people prefer to do their own health monitoring or testing?[B]
b. Self-medication	Lead a class discussion on the advantages and disadvantages of self-medication. KEY QUESTIONS: Do Americans tend to over-medicate? Are over-the-counter drugs less harmful/dangerous than prescription drugs? Are generic drugs less effective than other drugs? Can drugs interact with each other? with other substances? When taking a prescribed drug, why is it necessary to follow the directions exactly? Are nicotine and caffeine drugs?[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Duplicate copies of Teaching Aid 141, Drug Combination Hazards, as a handout. KEY QUESTIONS: Do you think people are aware of these hazards? How many were you aware of before reading the chart? Where can you get accurate information regarding taking prescribed drugs?[B] [C]
c. Parameters for self-help	Lead a discussion on the risks that may be involved in self-medication. Point out that even minor illnesses can sometimes lead to more serious illnesses. KEY QUESTIONS: How can one decide when to see the doctor? Can self-medicating with over-the-counter drugs be hazardous? How long should one self-medicate before seeing a doctor, if the problem does not clear up?[C] Divide the class into groups. Have the groups investigate the following topics: safety of over-the-counter drugs; rental versus purchase of supplies such as wheelchairs, crutches, walkers, hospital beds, etc.; and a comparison of quality and price of generic and name-brand drugs. Reports may be either written or oral. Evaluate reports for content and effective communication skills.[B] [C]
d. Trends	Ask students to read a current magazine or newspaper article on new trends in the health care field. Have students prepare a brief report on the article summarizing important points. These reports may be given orally in class. Be sure information is included on HMOs (Health Maintenance Organizations), PPOs (Preferred Provider Organizations), Emergency Care Centers, Birth Centers, wellness programs offered by hospitals, house call services, ambulance services, etc.[B] Invite a representative from a hospital or clinic to speak to the class on "Trends in Health Care." Have students prepare and submit questions prior to the class. Ask the speaker to include information on new equipment for diagnosis and treatment, costs of health care, and projections for future trends and developments.[C]
D. Personal achievement 1. Effects of health on personal achievement	Ask students to discuss the meaning of personal achievement. KEY QUESTIONS: Do individuals differ in their definitions of *personal achievement*? How will students view personal achievement in college? in their future jobs? How would good/poor health affect a college students' achievement level?[C] Have students view Teaching Aid 142, Personal Characteristics for Achievement. Ask them to add other characteristics to the list. Lead a discussion on how each characteristic relates to personal achievement.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

2. Promoting personal health
   a. Characteristics of a healthy person

Show students Teaching Aid 143, Characteristics of Good Health and Poor Health. Lead a class discussion on the physical differences between good and poor health. Identify the mental and emotional differences between good and poor health. Explain ways in which mental and emotional health may affect physical health. Ask half the students to list three ways in which a person in poor health may increase wellness and half the students to list three ways in which good health can be maintained throughout life. Compare and contrast the listings through discussion. KEY QUESTION: In what ways could changes in daily habits and/or environment increase or decrease the quality of a person's general health?[B] [C]

Ask students to complete Teaching Aid 144, Habit Indicator, to check their personal health habits. Review the responses. Lead a discussion on the habits in each area which should be practiced daily compared to those that need only occasional application. Ask students to analyze their responses and identify ways in which they can improve their personal health habits. KEY QUESTIONS: How can an individual's responsibility affect health? Why is it necessary that an individual take responsibility for wellness? How can awareness of good health habits promote wellness?[B] [C]

3. Physical health needs
   a. Diet

Distribute Teaching Aid 145, Body Frame Type. Provide several tape measures and have students measure and record their wrist circumference. Use the teaching aid to estimate students' body frame type. Have students find an average height—weight table to see how their weight compares to the average weight for their height. Height/weight charts provide an approximate idea, or range of weight. Body frame types vary among individuals and may determine variations from average weights.[B]

Have students research nutritional requirements for their age group. Have them determine the daily caloric requirement for maintaining weight, and the caloric requirement for gaining weight. KEY QUESTION: What amount of each food group is required each day?[B] [C]

Assign readings of selected resources such as *Teen Guide* for information on the Daily Food Guide and the recommended daily allowances in each food group. Have a class discussion.[B]

Ask students to complete Teaching Aid 146, Food Group Matchup, for practice in identifying the food group to which a particular food belongs. Answers to Teaching Aid 146 are: Vegetables and Fruits—broccoli, potato, zucchini, apple, raisins, and squash;

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Breads and Cereals—rice, cornflakes, spaghetti, tortilla, grits, and oatmeal; Meat, Poultry, Fish, and Beans—refried beans, ham, shrimp, egg, turkey, and hamburger patty; Milks and Cheeses—yogurt, ice cream, cottage cheese, skim milk, and chocolate milk; and Fats and Sweets—candy, mayonnaise, and chocolate cookies. Following this activity, review information about the number of required servings from each food group. Demonstrate or identify serving sizes for various foods from the basic food groups.[B]

Lead a class discussion regarding on problems that may be related to poor nutrition during the teen years. Include skin problems, obesity or emaciation, anorexia, problems with teeth and gums, frequent illness, etc. Identify ways to prevent or deal with these problems.[B] [C]

b. Exercise

Lead a class discussion on current, popular exercise programs including jogging, aerobics, walking, gymnastics, etc. KEY QUESTION: What factors should be considered before starting any exercise program?[C]

Ask students to read and write a report on an article about exercise in a current magazine. Reports on the readings may be limited to five minutes. Following the last report, lead a discussion on which program or exercise would be most appropriate for various age groups, which would require expensive equipment, which would require the most time, etc. Evaluate reports for content and communication skills.[B] [C]

Have students record the amount of exercise they have participated in during the past week in 15 minutes or longer blocks of time. On the chalkboard list the different kinds of exercise reported by members of the class. Lead a discussion on whether each exercise is appropriate for the age group, adequate in duration and frequency, and suitable for individual performance.[B]

Encourage students to develop an exercise plan for themselves that promotes overall physical fitness. Share plans in class.[B] [C]

c. Rest

Survey the class to determine how many hours the average teen sleeps. KEY QUESTIONS: Does everyone need the same amount of sleep? Why or why not? How do sleep and rest affect general health?[C]

Lead a class discussion regarding health problems that cause individuals to need more rest than usual. Examples include mononucleosis, influenza, hepatitis, rheumatic fever, etc. Invite

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

the school nurse to discuss the amounts of additional rest that these illnesses would require. Sleep related health problems such as narcolepsy and insomnia could also be included.[B] [C]

d. Routines

Ask students to define the word *routine*. Have students list the health related daily activities they perform that have become routine. KEY QUESTIONS: How do routines become established? How can children be helped to establish routines in daily health related activities such as hand washing, bathing, and brushing teeth?[C]

Ask students to identify a daily health related activity which they find difficult to remember or an activity they would like to make routine. Have them write down the routine they wish to establish for that health activity and develop a creative written plan for accomplishing the goal. Examples of health activities might include nail care, skin care, flossing teeth, etc. Ask for a progress report in one week and again at the end of two weeks. Evaluate plans and reports for content, adequate development needed in plan for achieving goal, progress toward goal and effective communication skills.[B] [C]

4. Emotional and mental well-being

Have students define the following words: emotions, anxiety, affection, jealousy, love, sorrow, anger, fear, joy, pleasure, worry. Lead a discussion on the definitions. KEY QUESTION: How do a person's emotions affect that person's mental well-being?[C]

a. Positive attitudes

Define the term *attitude*. Ask the class to define and discuss the meaning of *positive attitudes*. KEY QUESTIONS: How do positive attitudes influence emotional and mental health? How can students improve their attitude?[C]

Ask students to think of people they know who have negative attitudes about many things. KEY QUESTIONS: Is it fun to be around an individual who is negative? How are attitudes communicated? Is there any difference in how persons with positive attitudes and those with negative attitudes tend to respond to difficulties? If so, explain.[C]

b. Communication skills

Lead a class discussion on the three types of communication skills: talking, listening, and body or non-verbal language. KEY QUESTIONS: At what ages do these skills develop? Which skill is easiest for you? Which skill is most difficult? What are some of the basic symbols in body language and what messages do they send?[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

Have students observe the body language displayed at the next school assembly. KEY QUESTIONS: What body language did you observe? How do you interpret these body language signals?[C]

Have each student develop a written plan for improving personal communication skills. Require a progress report after a prescribed length of time. Evaluate plans and progress reports for content and effective communication skills.[B] [C]

c. Stress

Assign readings from textbooks or other available resources about the subject of stress. Discuss the causes of stress and ways to cope with stress. KEY QUESTIONS: Is stress good or bad? How can we control the stress in our lives?[B] [C]

The "Adolescent Life Change Event Scale" on page 50 in *Home and Career*, by the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, may be duplicated and completed by students to check their current level of stress. Lead a discussion on the various levels of stress and their effects on health.[B] [C]

Have students draw, or find, a series of cartoons to develop a bulletin board titled "Pass on the Stress," showing how the effects of stress in the parents' work place may be passed on to the family, even down to the family pets. Ask students to suggest ways individuals can deal with stress to avoid passing it on to other family members.[B] [C]

d. Personal problems
(1) Recognition

Lead a class discussion on the importance of recognition in developing a positive self-image. KEY QUESTIONS: How can you help your friends feel good about themselves? Does it give you a sense of satisfaction to give someone a compliment or praise for an achievement?

Ask students to list five nice things they have done for friends or family in the last week. Also have students list five nice things that were done for them during the last week. KEY QUESTIONS: Did you thank the benefactors or let them know in some way that you appreciated them? How does showing appreciation, or failing to do so, affect the person who was nice? How will showing appreciation influence future behavior?

(2) Coping skills

Ask students to read information on coping with problems or stress. Lead a discussion on the following methods: getting adequate rest, participating in regular exercise, talking over

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[C] = Common Essential Element

[B] = Basic Skill Reinforcement

problems with someone, taking time to relax, planning your time, avoiding too many changes at once, developing an optimistic attitude, and getting outside help, if necessary.[B] [C]

Have students write down three things they like to do to relax. Compile a class list and determine what activities are considered most relaxing. KEY QUESTIONS: Could an activity that is relaxing for one person be stressful for someone else? What are some examples?[C]

5. Abuses of personal health
    a. Tobacco use

View Teaching Aid 147, Hazards of Tobacco Use, and have students discuss the health hazards of smoking and/or using snuff, or chewing tobacco. Find and discuss the number of deaths in the United States from cancer and heart disease that are related to smoking and/or tobacco use. Have the students investigate the incidence of oral cancer and throat cancer caused by dipping snuff or chewing tobacco. KEY QUESTIONS: What other diseases or health problems are directly related to cigarette smoking? Does second-hand smoke affect the health of non-smokers? Are the smokeless forms of tobacco safe? NOTE TO TEACHER: It will be important that this section dealing with tobacco use focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed.[B] [C]

Encourage students to brainstorm and list ways to quit tobacco use. Lead a discussion on the influence of attitude, motivation, and insight in being successful in quitting smoking.[C]

Obtain a free single copy of *Teenage Cigarette Smoking Self-Test* from the Office of Smoking and Health, 1-58 Park Building, 5600 Fishers Lane, Rockville, MD 20856. Administer the test to students to help them gain insight into their attitudes and knowledge about smoking and quitting.[B] [C]

    b. Alcohol

Have students prepare a bulletin board titled: "The #1 Drug Problem: Alcohol Abuse." Have students find information for the bulletin board in textbooks, pamphlets, magazines, and newspapers. NOTE TO TEACHER: It will be important that this section dealing with alcohol abuse focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed.

Have students view Teaching Aid 148, Family Crises: Alcoholism. KEY QUESTIONS: What problems does alcoholism create? How are family members affected by the alcoholic? Can the information on the transparency, with the exception of the first

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

statistic, also reflect drug abuse's affect on a family? Is drug abuse also a family disease? Why?

Use Teaching Aid 149, Know Your Limit, and lead a discussion on the hazards of drinking and driving. KEY QUESTION: What can you do if you are riding with someone who has had too many drinks?[C]

Explain and lead a discussion on how to identify potential alcohol abuse problems. Use the guidelines that follow. A person has a alcohol abuse problem if that person:

* Drinks alone
* Drinks in the morning before school or work
* Has been drunk four times in a year
* Drives while drunk
* Drinks to the passing out stage
* Causes or experiences family arguments about drinking
* Has been arrested as a result of drinking
* Does something under the influence of alcohol that would not be done otherwise

Ask students to find out what agencies or organizations in the community provide assistance in recovery from alcoholism. KEY QUESTIONS: Are the services for the alcoholic only? Are any services available for family members of alcoholics? What are the costs of these services? What rate of success does the agency or organization have?[B] [C]

c. Drugs

Assign readings about drug abuse in the United States. KEY QUESTIONS: How do drug users begin using drugs? Are drugs a major problem among teens in the U.S.? Can drug abuse occur with over-the-counter drugs? NOTE TO TEACHER: It will be important that this section dealing with drug abuse focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed.[B] [C]

Have students learn the scientific and slang terms used to identify drugs frequently abused. KEY QUESTIONS: Which are usually the first drugs to be tried? Which are the most addictive? Which are most likely to cause physical problems, mental problems, or death from an overdose? What are the risks to unborn children when parents take drugs?

Explain how to identify symptoms of drug abuse by recognizing the following behavior changes. Symptoms of drug abuse include changes from being:

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

- * Talkative and expressive to silent and withdrawn
- * Healthy and energetic to nervous and restless
- * Confident and self-assured to oppressed and persecuted
- * Attentive and dependable to vague and disinterested
- * Eager and enthusiastic to apathetic and hopeless
- * Open and trusting to suspicious and alienated

Lead a class discussion regarding what should be done if a friend or family member is suspected of drug abuse. KEY QUESTIONS: What is the best way to approach the person? Where can help be obtained?[B] [C]

Have a representative from a drug treatment center speak to the class about what the chemical abuser goes through in treatment and rehabilitation, the success of the treatment, the problems associated with treatment, the characteristics of an abuser, and what family and friends can do to help the abuser.

d. Fad diet

Lead a class discussion on fad diets and why they may be dangerous to health. KEY QUESTIONS: How much weight should be lost per week on a diet? Are vitamin and mineral supplements necessary? Should exercise be included in a weight control program? NOTE TO TEACHER: It will be important that this section dealing with fad diets focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed. Have students prepare questions to ask the speaker.[C]

Have students look in newspapers and magazines for advertisements or articles describing diets. Point out to students what makes a diet a fad diet. For example, the diet is a fad if:

- * The diet limits or omits foods from one or more of the food groups.
- * The diet promises fast or extensive weight change.
- * The weight change program includes purchasing pills, books, equipment, special foods, or special supplements.

Ask students to evaluate the diet advertisement or article and report to the class on whether or not it is a fad diet and give reasons for the decision. Evaluate students' reports for content and effective communication skills.[B] [C]

e. Suicide

Lead a class discussion on the high incidence of teen suicide in the U.S. In 1983-84, 40,000 teens attempted suicide and almost 10,000 succeeded. Suicide is the leading cause of death for young

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

people between the ages of 15-24. KEY QUESTIONS: What percent succeeded? What can you do if you know someone who talks about suicide? Who should you tell? Why do people commit suicide? What signs may a person give to indicate that suicide is being considered? What should you do if you, a friend, or a relative is severely depressed? What community resources are available to help someone who may be contemplating suicide? NOTE TO TEACHER: It will be important that this section dealing with suicide focus on the fact that the problem can be temporary and through use of resources and positive action it can be reversed.[B] [C]

Review the following nine warning signs of suicide and have a local doctor or another resource person discuss the warning signs. Have students prepared with questions:

* Discussing suicidal thoughts or a preoccupation with death
* Giving away personal possessions, making a will, or making other preparations for death
* Changes in sleeping habits—either sleeping too much or too little
* Changes in eating habits—losing or gaining a lot of weight
* Changes in school performance—drastic change in grades and/or attendance
* Change in social activities—dropping friends, spending too much time alone
* Personality changes
* Abuse of alcohol, drugs, or other self-destructive behavior
* A previous suicide attempt

Invite a speaker such as a psychologist to discuss increased teen suicide with the students. In advance, have students work in groups with a chairperson and recorder, to develop questions for the speaker.[C]

6. Effects of family health on achievement

Have each student identify ways that health of family members would affect job performance or achievement. The students should write a short paragraph about ways health would affect job performance and present their ideas to the class. Factors include: proper amount of sleep, good nutrition, positive mental attitude, good physical fitness, positive relationships with co-workers and supervisors, emotional stability, attendance, and mental alertness. Evaluate reports for content and effective communication skills. KEY QUESTIONS: How might these effects be controlled? What

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

are some possible ways of dealing with health problems? What are some adjustments the family has to make in dealing with the problems?[B] [C]

Assign readings of articles from current magazines or newspapers to determine what provisions are made for employees' health and physical fitness. Examples include annual physicals, health and dental insurance plans, indoor running track, weight room, spa facilities, proper air ventilation, good lighting, and counseling. Have students develop a poster including information obtained on trends in health and fitness.[B] [C]

Divide the students into groups. Ask each group to elect a leader. Have each group make a chart summarizing the effects of health problems on job performance. Included in the charts should be resources, ways of coping, and adjustments for family members. Have each group leader present their group's chart to the class. Evaluate charts for content and effective communication skills.[B] [C]

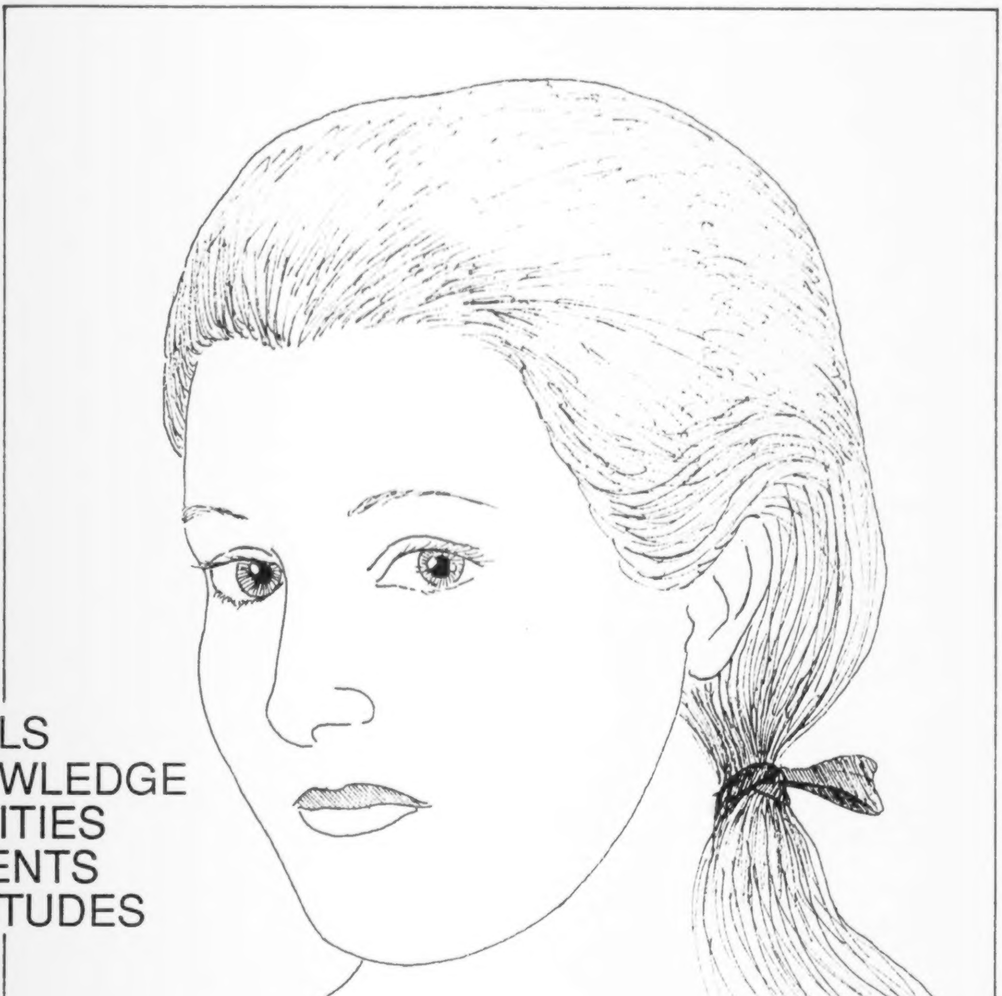
Contact a county extension office, the U.S. Department of Labor's Occupational Safety and Health Administration (OSHA), or a regional OSHA office to gather information pamphlets regarding job safety and health protection for employees. Have students select one pamphlet to read and summarize for the class. Evaluate summaries for content and effective communication skills. KEY QUESTIONS: What is the Occupational Safety and Health Act? What are the employers' responsibilities? What are the employees' responsibilities? What steps are required for making a complaint against a company?[B] [C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

TEACHING AID SECTION

WHAT ARE YOUR
PERSONAL RESOURCES?


SKILLS
KNOWLEDGE
ABILITIES
TALENTS
ATTITUDES

TA 2a

CHECKING YOUR SELF CONCEPT

Directions: Read each of the statements below and write yes or no in the blank on the left side of the page. Give the answer that best describes how you feel about yourself.

____ 1. If I am asked to write about myself, I usually write about my good characteristics.

____ 2. When I get my report card after working especially hard to get a good grade, and my grade is a C, I worry that I didn't study the right thing or study hard enough.

____ 3. When someone says something good about me, I usually say thank you and also feel a bit self-conscious.

____ 4. If someone asks me to tell them about myself, I usually start with my faults and how I can improve them.

____ 5. I feel that friends like to be around me because I am fun to be with and a good friend to most people.

____ 6. If I have something hard to do, I usually get started right away knowing it will be hard and will probably take a great deal of time.

____ 7. My friends usually decide to join me for activities when I'm the only available person to go with.

____ 8. If I do well on a test after studying really hard, I feel good knowing that I did my best.

____ 9. If someone likes what I am wearing and tells me so, I say thanks but is is one of the few things I have to wear that I like.

____ 10. When the teacher gives a hard assignment, I usually wait to do it at the last minute knowing I probably won't do very well no matter how hard I work.

____ 11. I like to volunteer to be the group leader because it gives me a chance to try out some of my ideas.

____ 12. If I made a list of people that I admire, I would include myself.

____ 13. When teachers or others correct my work, I feel OK since I know it will help me do better in the future.

____ 14. At parties, I feel more comfortable waiting until someone asks me to participate before I join in activities.

____ 15. When someone notices that I did not do a very good job at something, I feel really upset and like I don't want to even try to do it again.

____ 16. If I made a list of people I would like to spend a week with on a deserted island I would not include myself.

____ 17. If I have a problem getting along with friends, I usually try to talk about it with them to get things straightened out.

____ 18. If I go somewhere I haven't been before, I find it easy to talk to people and get to know them.

____ 19. When I have a quarrel with my friends, I try to avoid talking to them unless they want to talk to me about the problem.

____ 20. I would rather not be the leader in the group, since I'm not usually sure how other will feel about my ideas.

YOUR SELF-CONCEPT SCORE:

Scoring

Give yourself three points for each, if you answered the following questions YES: 1, 3, 5, 6, 8, 11, 12, 13, 17, 18.

Give yourself three points for each, if you answered the following questions NO: 2, 4, 7, 9, 10, 14, 15, 16, 19, 20.

Total your score ________________________

Evaluating

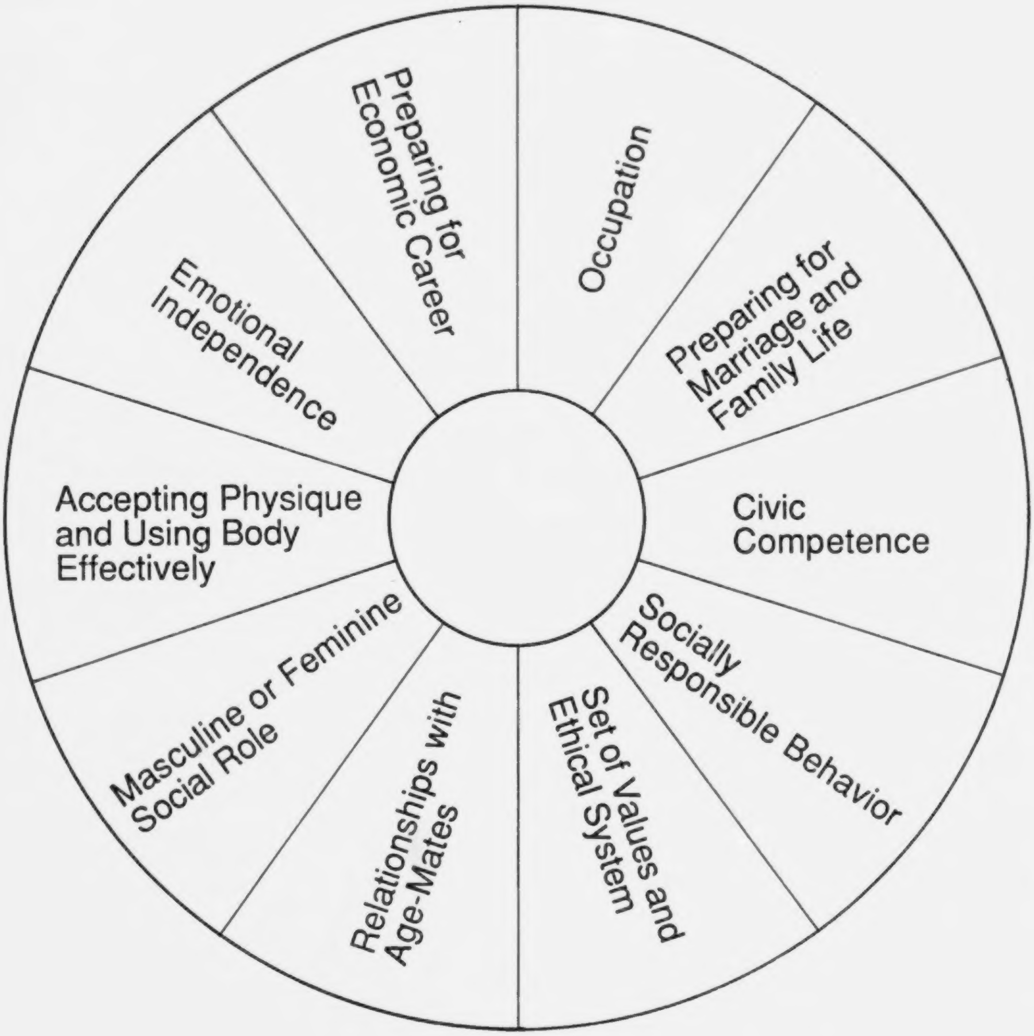
If you scored between 50 and 60, you feel good about yourself and your self-concept is one of your major assets.

If you scored between 40 and 50, you have some self confidence but you could work on feeling better about yourself.

If you scored below 40, you need to find new ways to feel better about yourself. Make a list of those right now and start practicing the positive.

TA 3

DEVELOPMENTAL TASKS
OF ADOLESCENTS


Preparing for Economic Career
Occupation
Preparing for Marriage and Family Life
Civic Competence
Socially Responsible Behavior
Set of Values and Ethical System
Relationships with Age-Mates
Masculine or Feminine Social Role
Accepting Physique and Using Body Effectively
Emotional Independence

Source: Modified from Havighurst, Robert J. *Developmental Tasks and Education.* 2nd ed. (New York: David McKay C

Case Studies On Teen Emotions

1) Jennifer is fifteen and has recently received a new and later curfew on the weekends. She is really pleased that her parents feel she is mature enough to handle a later curfew. However, because of her age and the age of her friends, she must still depend upon her parents or friends' parents to drive to social activities that are not within walking distance. Jennifer's parents are often busy or too tired to come to pick her up at twelve, which is her curfew, so she must be home earlier. She is feeling angry and confused that she has the privilege of a later curfew but often can't take advantage of it. She wants to let her parents know how upset she is and how unfair she thinks it is too.

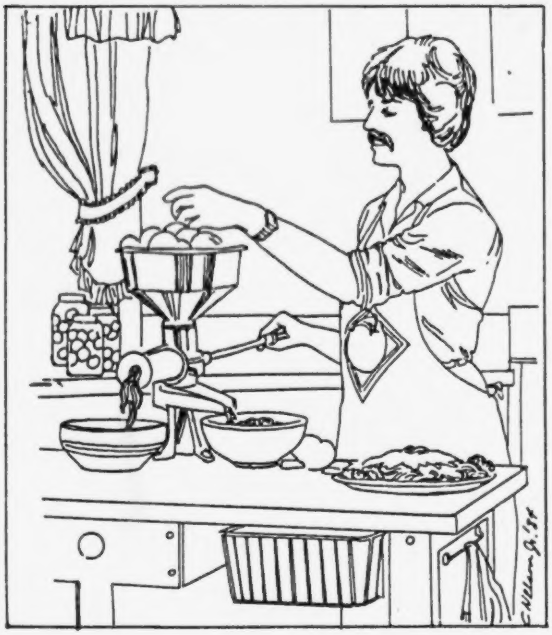
2) Lance is fourteen and pleased that he is frequently invited to parties at friends' houses during weekends and vacation times. However, he finds it a bit embarrassing to always be driven by his parents to and from the parties. He has made friends with James, who is sixteen and now driving his own car. He would like to be able to go with James to parties, but his parents think he is too young to be associating with James. James has said he will pick him up at a friend's house rather than at home so that his parents will not know he is riding in cars without their permission. Lance would like to keep his friendship with James but knows that he will face stiff consequences if his parents find out. He would like to talk with them about his confusion and desire to be treated more like an adult.

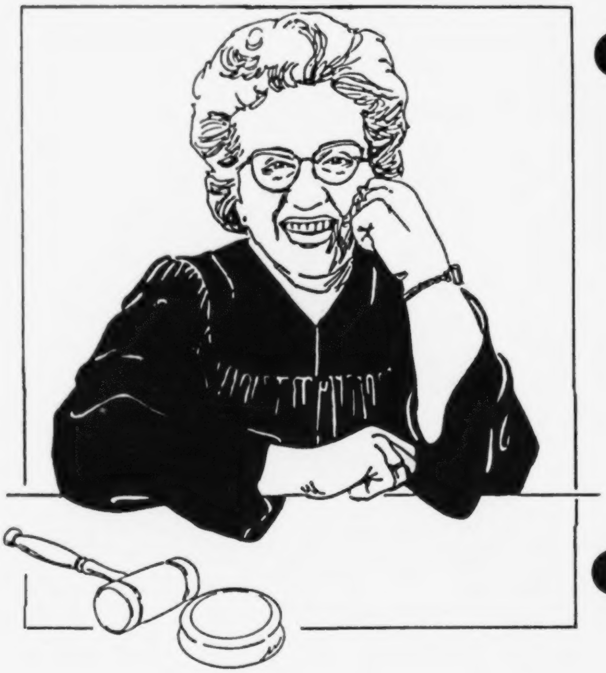
3) Susan and Maria have been friends since they were toddlers and have always shared the same activities, special classes, friends, family outings, etc. They both have been planning to try out for the high school cheerleading squad since fourth grade. They are fourteen now and will be going into high school next year. Cheerleader tryouts were last week and the announcement was made today that four eighth grade girls were selected for the junior varsity squad for ninth grade. Susan was selected, and Maria was not. Both are feeling very uneasy about how this will affect their friendship. How can Susan deal with her guilt feelings that she was selected and Maria was not? How can Maria deal with her feelings of jealousy that Susan was selected?

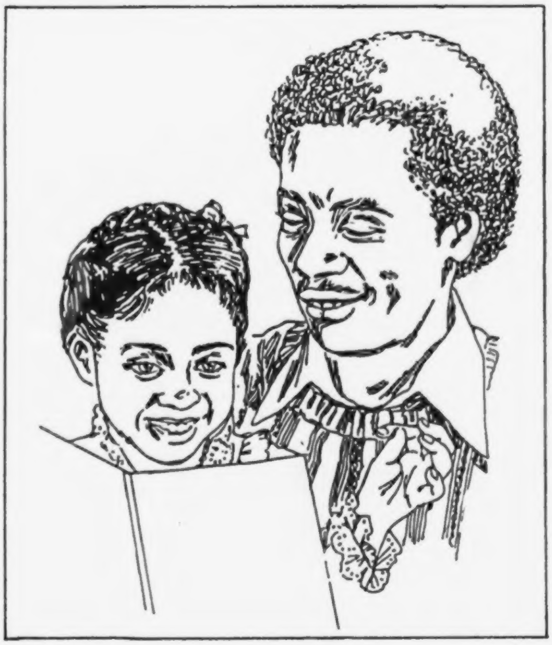
4) Daniel has recently moved to a new school. He moved from a small school where he was considered a basketball star on the junior high school team. He had planned to try out for the eighth grade soccer team during the summer practice, but he missed the opportunity. Then when school started he was unsure if he could make all the after school practices since he also wants to find a part-time job. During basketball class, he has noticed that most of the guys who are trying out for the team are taller than he is and have been in out-of-school basketball programs longer than he has. He is afraid he will not be good enough to make the team, but he wants to have the opportunity to get to know the guys on the team and play with them also. How can Daniel deal with his lack of confidence in his basketball talent?

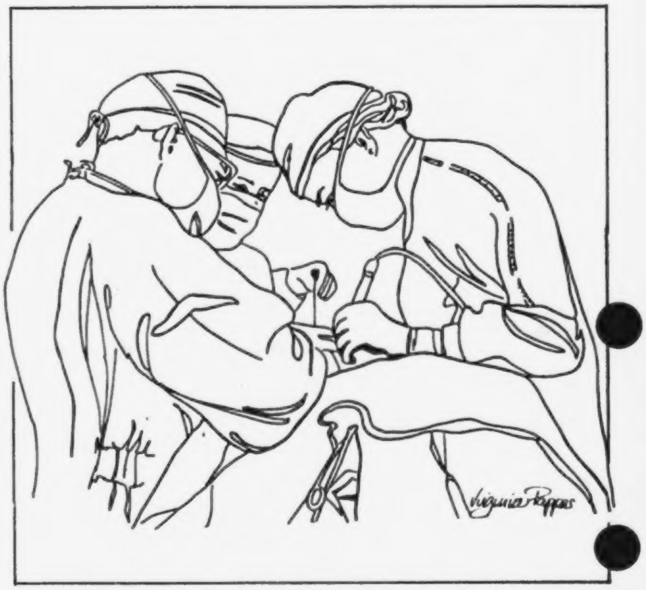
TA 5

CHANGING ROLES
OF MEN AND WOMEN









FACT OR FICTION?

MEN ARE...		WOMEN ARE...	
quiet	aggressive	vain	sensitive
cold	unsociable	coy	pursued
rational	business first	pretty	nurturing
direct	the pursuer	fragile	emotional
insensitive	intelligent	passive	homemakers
"breadwinners"		family first	
stronger physically		more socialized	
less involved as parents		talkative, gossip	
unconcerned with personal looks		responsible for children	

YOUR VALUES AND YOUR DECISIONS

Directions: Your parents have told you that you may have your choice of a graduation gift. You may ask for anything that is within your family's budget. Using the following steps in the decision-making process, decide what you will ask for and analyze your decision.

Step 1: List five graduation gifts you would like.

Step 2: What values are represented in each gift you have selected?

Step 3: List several advantages of choosing each gift.

List several disadvantages of choosing each gift.

Step 4: Decide which gift you will ask for and write why you made that selection.

Step 5: Think about your choice. Answer the following:

1. What would happen if most teens made this choice?

2. Would I choose the same thing 5 years from now? Why or why not?

3. How will my family feel about this choice?

4. What do I need to know in order to make these types of decisions in the future?

TA 8

WHAT IS IMPORTANT TO YOU?

Directions: Decide how important each of the following is to you. Write the following letters in the blank beside each number to show how important each item is to you:

VP = very important
I = important
SI = somewhat important
N = not very important

____ 1. Getting good grades
____ 2. Having many friends
____ 3. Looking good
____ 4. Finishing school
____ 5. Having spending money
____ 6. Getting a car of my own
____ 7. Participating in school sports
____ 8. Doing things well
____ 9. Going out with friends
____ 10. Keeping my room neat
____ 11. Having an up-to-date wardrobe
____ 12. Being a leader in school activities
____ 13. Having someone to date
____ 14. Working as a volunteer
____ 15. Going to college
____ 16. Getting married and having a family
____ 17. Getting a part-time job
____ 18. Being recognized for what I do
____ 19. Participating in outdoor sports
____ 20. Listening to popular music

THINK ABOUT: Compare your list with a friend. How are your choices similar? Different? Compare your list with one completed by your parents? How are they similar? Different? How do your values affect your choices?

Case Studies on Decision Making

1) Cheryl has just begun to make new friends after moving into the school she is now attending. She has been invited to a party being given by a friend of one of her new friends. She is very excited about going to her first party after moving. Upon arriving at the party, she noticed a group of guys and girls on the patio smoking marijuana. They invite her to join them.

2) Jana and Jim have been dating for a year. They have even talked about being married one day. Bill has also said that he would like for them to be engaged by the time they start their senior year. He has also mentioned that he thinks their sexual relationship should be even more serious than it is. Jana is afraid that if she does not give in to Jim's wishes they will break up.

3) Bill and Joe are good friends and do a lot of work on their cars together. They spend much time in stores that sell car parts and equipment looking at different accessories they can install on their cars. While shopping one day, Joe notices that Bill has slipped a small side mirror into his backpack and obviously doesn't intend to pay for it.

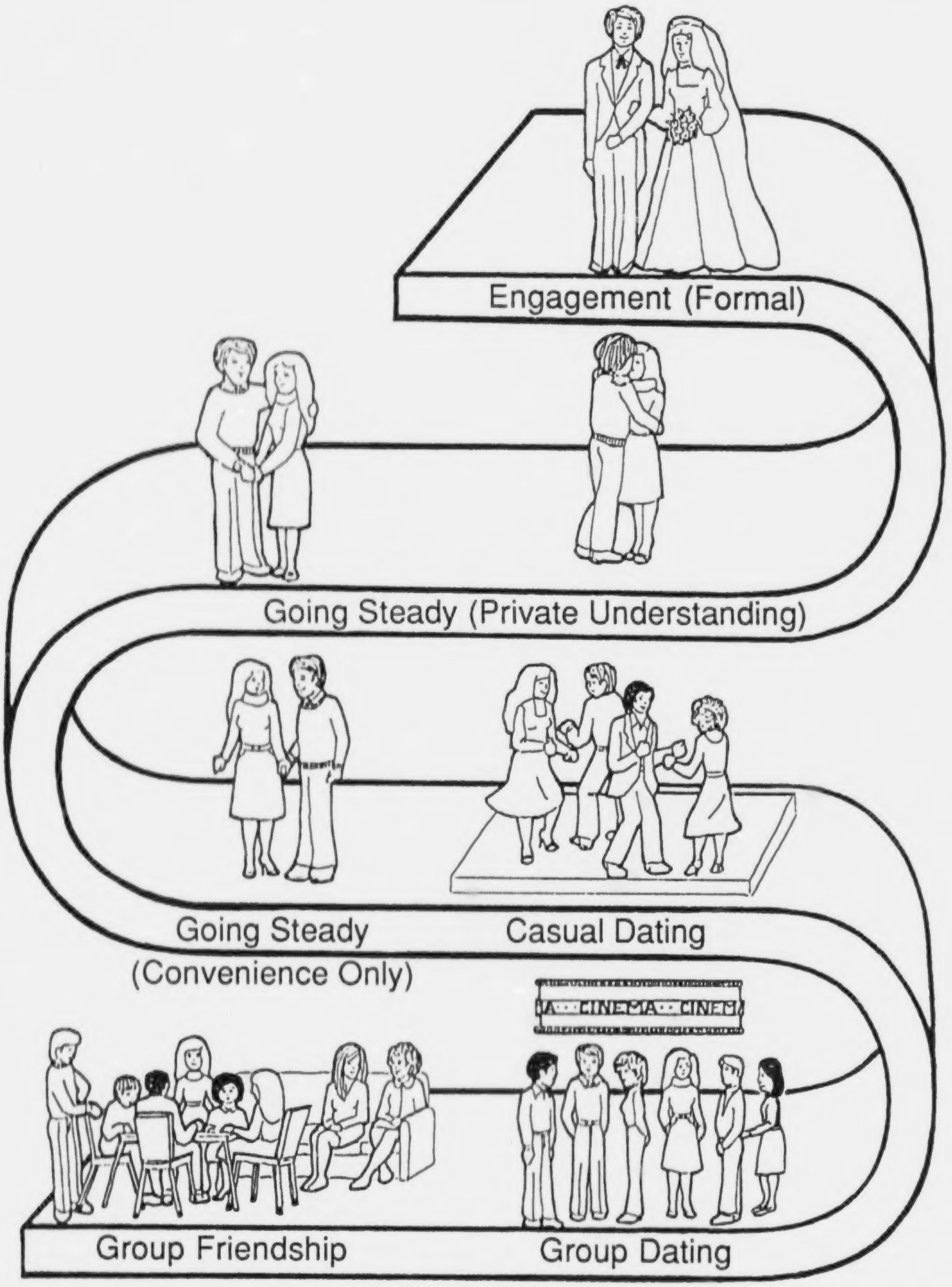
4) Judy has recently taken a part-time job in the supermarket. She does not know any of the other part-time workers and is anxious to make a good impression on both the store managers and her fellow workers. One night John, another part-time employee, told her that he was going to meet some friends after work for a party and she was welcome to come also. She decided to go along for a short time. As they were leaving, she noticed that John had bought a six-pack of beer to take to the party.

TIPS FOR GOOD COMMUNICATION

1. Recognize your feelings.
2. Express your good feelings as well as your bad ones.
3. Explain your intentions.
4. If necessary, repeat what you have said.
5. Be specific.
6. Make sure your message is received as intended.
7. Avoid jumping to conclusions.
8. Feed back messages you have received.
9. Put verbal and non-verbal communication together to get the total message.
10. Learn to receive messages accurately.
11. Learn to watch for communication cues:
    - (a) BODY LANGUAGE
    - (b) EXPRESSION OF FEELINGS
    - (c) BEHAVIORAL CUES (SLAMMING DOOR, ETC.)
    - (d) EXPRESSION OF ATTITUDES

TA 11

THE DATING ROUTE


Engagement (Formal)
Going Steady (Private Understanding)
Going Steady
(Convenience Only)
Casual Dating
A · · CINEMA · · CINEM
Group Friendship
Group Dating

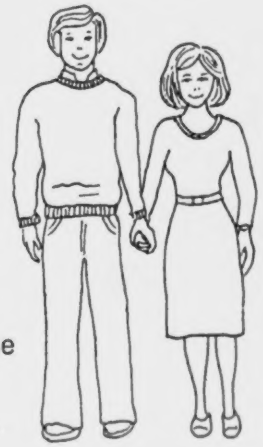
DATING BEHAVIORS TO CONSIDER

Directions: Dating is one way to prepare for healthy relationships in adult life either as a single or married person. Consider the dating behaviors below and decide if each would be **helpful** or **not helpful** in development of healthy adult relationships. Explain your answers in the column space provided.

Dating Behavior	Effect on Future	Reasons Why
Steady dating during high school years.		
Dating several different people during high school.		
Getting engaged to the first person you date.		
Dating the boy/girl who lives next door.		
Dating the boy/girl you met while on a family vacation out-of-state.		
Double dating with friends.		
Dating someone younger than yourself.		
Dating someone older than yourself.		
Dating someone from a different religious background.		
Dating someone who is a school leader.		
Dating someone from a different ethnic or cultural background.		
Dating someone from a large family.		
Dating someone who works part-time.		

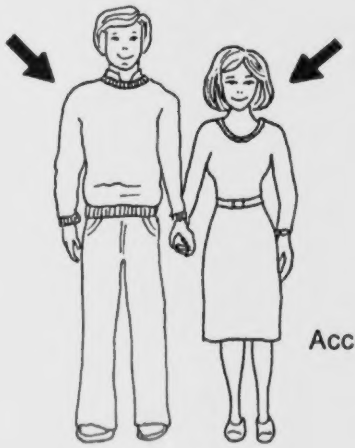
WAYS TO SOLVE DISAGREEMENTS

Joint Decision

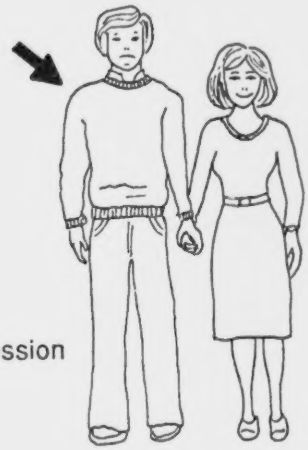


Compromise

My Own View

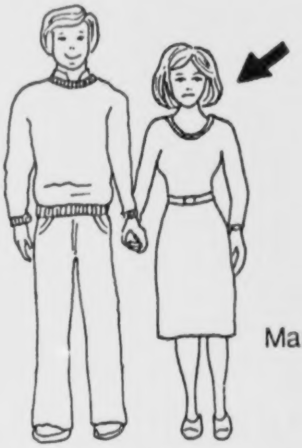


Accommodation



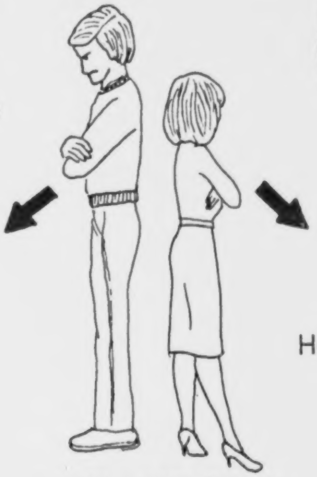
Concession

I'll Give in This Time



Martyrdom

I Always Give In



Hostility

Neither Will Give In

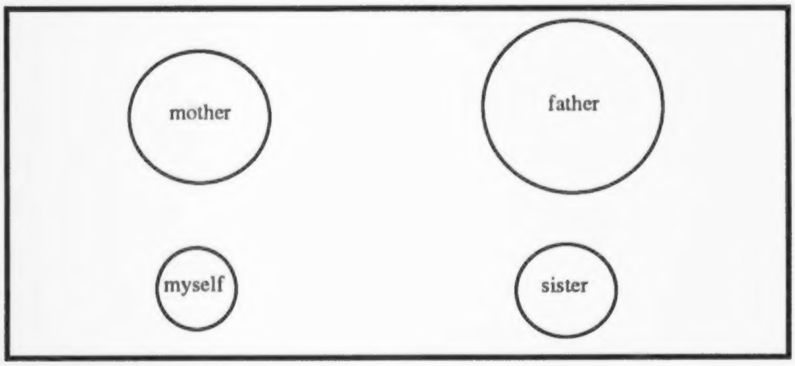
TA 14

DIAGRAM OF FAMILY INTERACTIONS

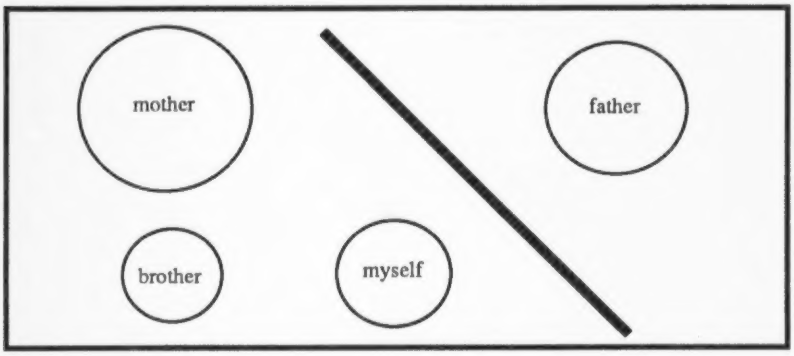
Each circle below represents a member of the family. The size of the circle could show dominance within the family. A thick solid lines represents a family member separated from the family. A broken line represents communication/interaction between family members and arrows show direction of communication.

Directions: Use the examples below to design some diagrams of your own.

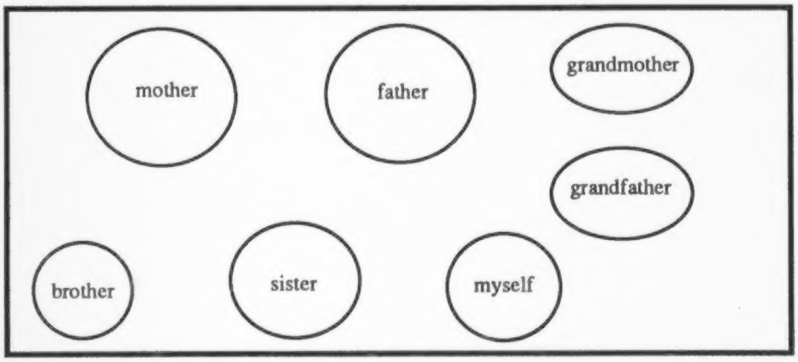
1. Typical Nuclear Family


mother
father
myself
sister

2. Single Parent Family


mother
father
brother
myself

3. Extended Family


mother
father
grandmother
grandfather
brother
sister
myself

BASIC TASKS OF FAMILIES

- Provision for physical care and development
- Provision for cognitive development
- Provision for emotional development
- Socialization of family members and maintenance of order
- Placement and involvement of members in larger society
- Allocation of resources
- Division of labor
- Reproduction, recruitment, and release of family members

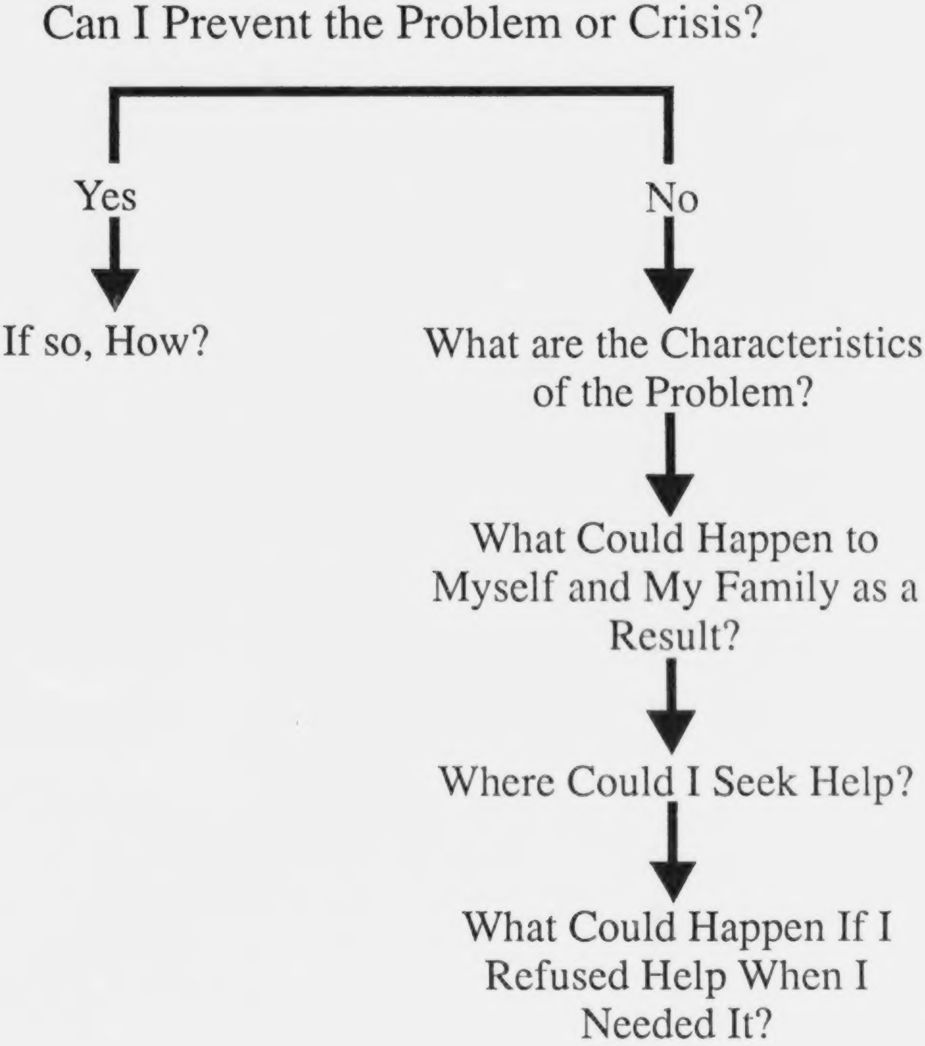
TA 16

SOURCES OF INDIVIDUAL AND FAMILY STRESS

- Physical Abuse
- Drug Abuse
- Sexual Abuse
- Divorce
- Remarriage
- Trouble at Work
- Mental Illness
- Handicapped Child
- Criminal Attack
- Rape
- Emotional Abuse
- Honors at School
- Starting a New Job
- Starting College
- Graduation from College
- Moving into an Apartment
- Aging Family Member
- Shoplifting
- Child Runaway
- Tobacco Abuse
- Serious Illness
- Sexual Abuse
- Change of Job
- Suicide
- Death in the Family
- Terminal Illness
- Marital Separation
- Losing a Job
- Pregnancy
- New Baby
- Financial Problems
- Marriage
- Vacation
- Eating Disorders
- Trouble with the Law
- Graduation from H.S.
- Low Grades
- Family Arguments
- Sexual Problems
- Alcohol Dependency
- Moving
- Physical Neglect
- Emotional Neglect
- Second Marriage

TA 17

HANDLING FAMILY PROBLEMS AND CRISES



Can I Prevent the Problem or Crisis?

Yes

If so, How?

No

What are the Characteristics of the Problem?

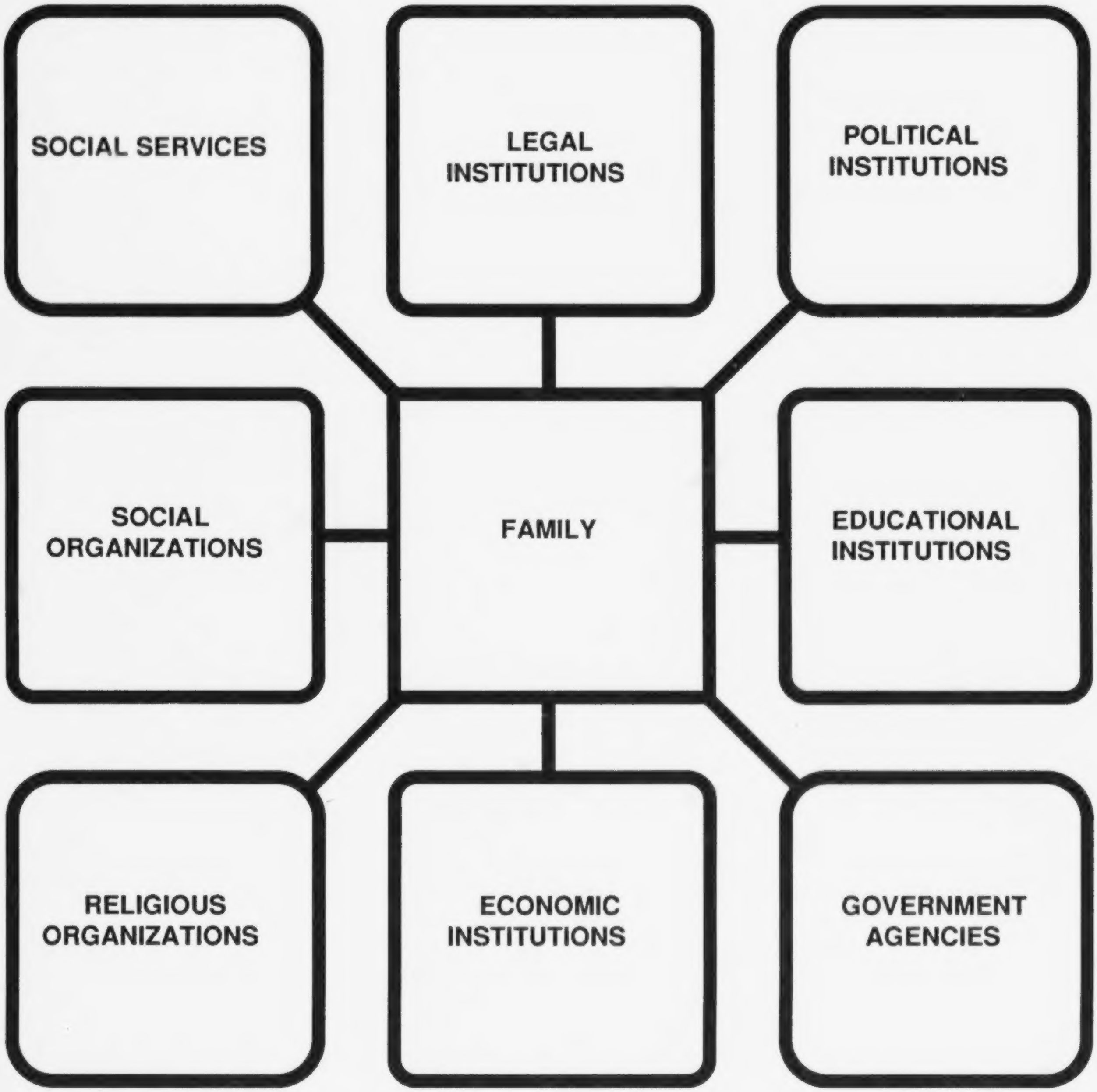
What Could Happen to Myself and My Family as a Result?

Where Could I Seek Help?

What Could Happen If I Refused Help When I Needed It?

TA 18

IMPACT OF SOCIETY ON THE FAMILY


SOCIAL SERVICES
LEGAL INSTITUTIONS
POLITICAL INSTITUTIONS
SOCIAL ORGANIZATIONS
FAMILY
EDUCATIONAL INSTITUTIONS
RELIGIOUS ORGANIZATIONS
ECONOMIC INSTITUTIONS
GOVERNMENT AGENCIES

COMMUNITY RESOURCES SURVEY FORM

DIRECTIONS: Use the form below to collect information about an agency in your community that provides services and support for families. You may either collect the information in a telephone survey or in an interview with staff of the agency as your teacher directs.

Name of Agency ______________________________

Address ______________________ Telephone ______________

Name/Position of Person Contacted ______________________________

____

Services Provided by the Agency ______________________________

____

____

Persons for whom Services are Provided ______________________________

____

____

Eligibility Requirements for Services ______________________________

____

____

Costs for Services Provided ______________________________

____

____

Agency Hours ______________________________

Upcoming Activities of Interest to Families ______________________________

____

____

CHARACTERISTICS OF AN EMOTIONALLY HEALTHY PERSON

Does not blow problems out of proportion

Finds socially acceptable ways to express anger

Looks for causes of unhappiness

Reasonable concern and interest in health and body

Conscience that encourages acceptable behavior

Enjoys life

Afraid only when warranted

Generally self-confident

MYTHS ABOUT WOMEN

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra spending money.

Women are absent due to illness more than male workers; they cost the company more.

Women don't work as long or as regularly as their male co-workers; their training is costly and largely wasted.

Married women take jobs away from men.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Women don't want responsibility on the job; they don't want promotions or job changes which add to their work load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

From The Myth and the Reality. Washington, DC: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, April 1973.

TA 22

CONSIDERATIONS OF FAMILIES SHARING CHILDREARING RESPONSIBILITIES

DIRECTIONS: Please read each statement below and determine if it is a problem faced by your family. Check yes or no beside each statement

Yes No

_____ _____ 1. Matching job schedules of the wife and husband.

_____ _____ 2. Inflexible job schedules.

_____ _____ 3. Spouse not willing to share household tasks.

_____ _____ 4. Spouse not willing to compromise housekeeping standards.

_____ _____ 5. Finding day care for children.

_____ _____ 6. Have no difficulties sharing childrearing responsibilities.

_____ _____ 7. Lack of support from relatives.

_____ _____ 8. Spouse has different views about childrearing.

_____ _____ 9. Spouse does not think husband has appropriate parenting skills.

_____ _____ 10. Inadequate community resources to support parenting families.

Please check the appropriate line: _____ wife responding for the family

_____ husband responding for the family

TA 23

Case Study On Evaluating Child-Care Facilities

Jane and her husband John both work full time. They have an eight-year-old daughter and a one-year-old son. The couple has just received notice that the day-care center where they take their son will be closing in thirty days due to lack of adequate financing. They must make other child care arrangements for their son. The eight-year-old daughter will also be affected since she has been attending the same day-care center for after-school care.

NUTRITIONAL NEEDS OF THE INFANT

0-3 Months
- Milk through breast feeding or formula
- Liquid vitamin supplement including vitamin C, until milk consumption is 1 quart a day

3 Months
- Cereal provides iron supplement and new taste experiences
- Fluoridated water in diet of mother and infant supplies fluoride
- Sugar and sweetness should be avoided

4-5 Months
- Puréed fruits and vegetables supply vitamins and new tastes

6 Months
- Puréed meats and egg yolks provide valuable iron

9 Months
- Breads and pastas contribute B vitamins

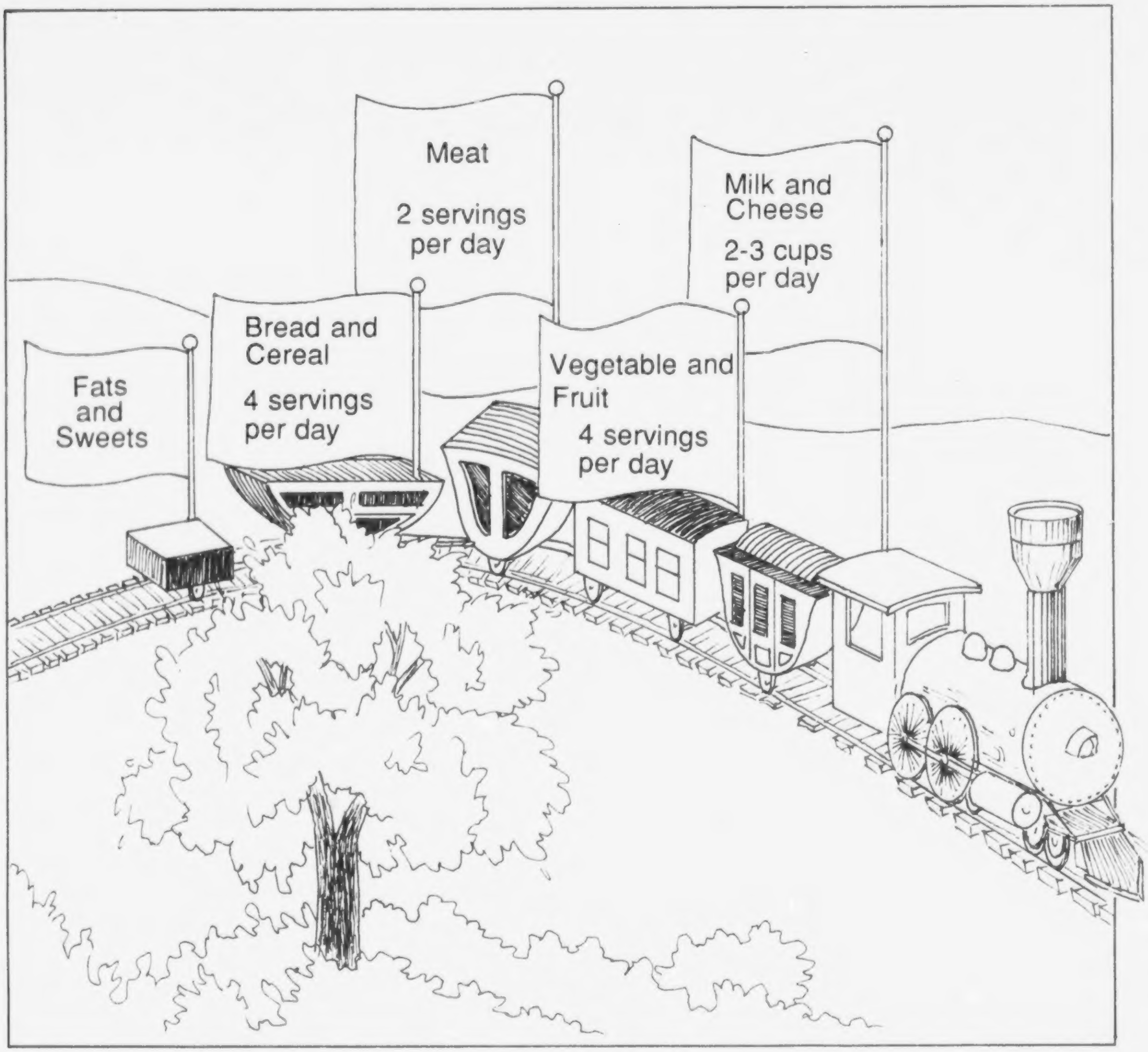
Promote a healthy attitude for future eating habits by enjoying food without overemphasizing it. Avoid overfeeding a baby. A fat baby is not necessarily healthy.

NUTRITIONAL NEEDS OF THE PRESCHOOL CHILD

Category	Recommended Servings	Nutrients Provided
Milk	•2-3 cups per day	•provides calcium and phosphorus
Meat	•2 servings per day*	•provides protein
Fruits and Vegetables	•4 or more servings per day*	•provides vitamin C and vitamin A
Breads and Cereals	•4 or more servings per day	•provides B vitamins
Fats and Sweets	limit intake	•provides little nutritional value

***A serving is approximately one tablespoon for each year of life.**

ALL ABOARD FOR GOOD NUTRITION


Meat
2 servings per day
Milk and Cheese
2-3 cups per day
Bread and Cereal
4 servings per day
Fats and Sweets
Vegetable and Fruit
4 servings per day

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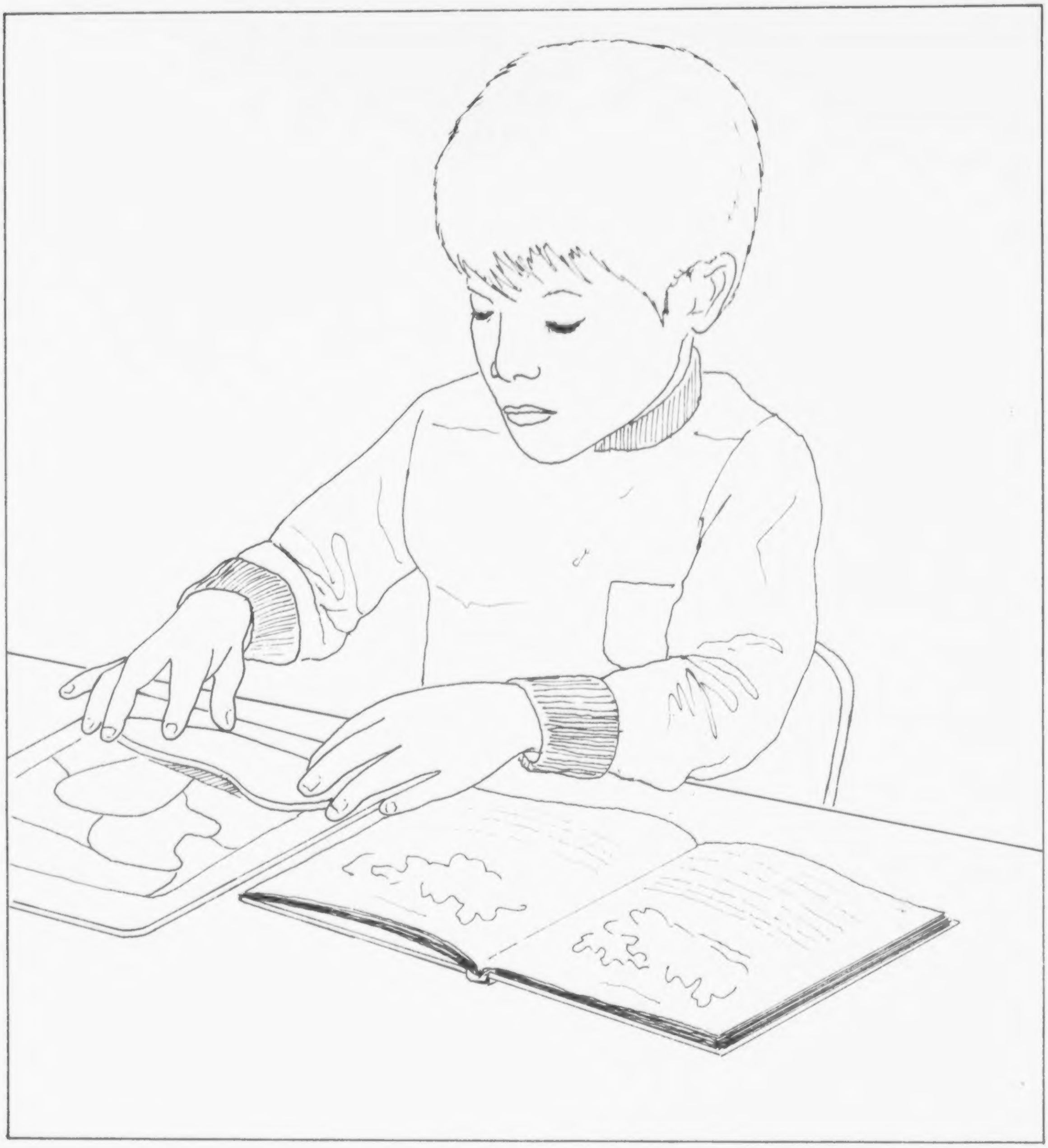
WAYS TO HELP CHILDREN BECOME EMOTIONALLY HEALTHY

- EXPLAINING
- TOUCHING
- HUGGING
- LISTENING
- BEING HONEST
- BEING OPEN
- BEING TOGETHER
- TRUSTING
- SETTING LIMITS
- RESPECTING
- FOSTERING INDEPENDENCE
- NOT JUDGING
- ENCOURAGING
- RETURNING FEELINGS
- SUPPORTING
- EMPATHIZING
- TEACHING
- WORKING TOGETHER

EMOTIONAL DEVELOPMENT

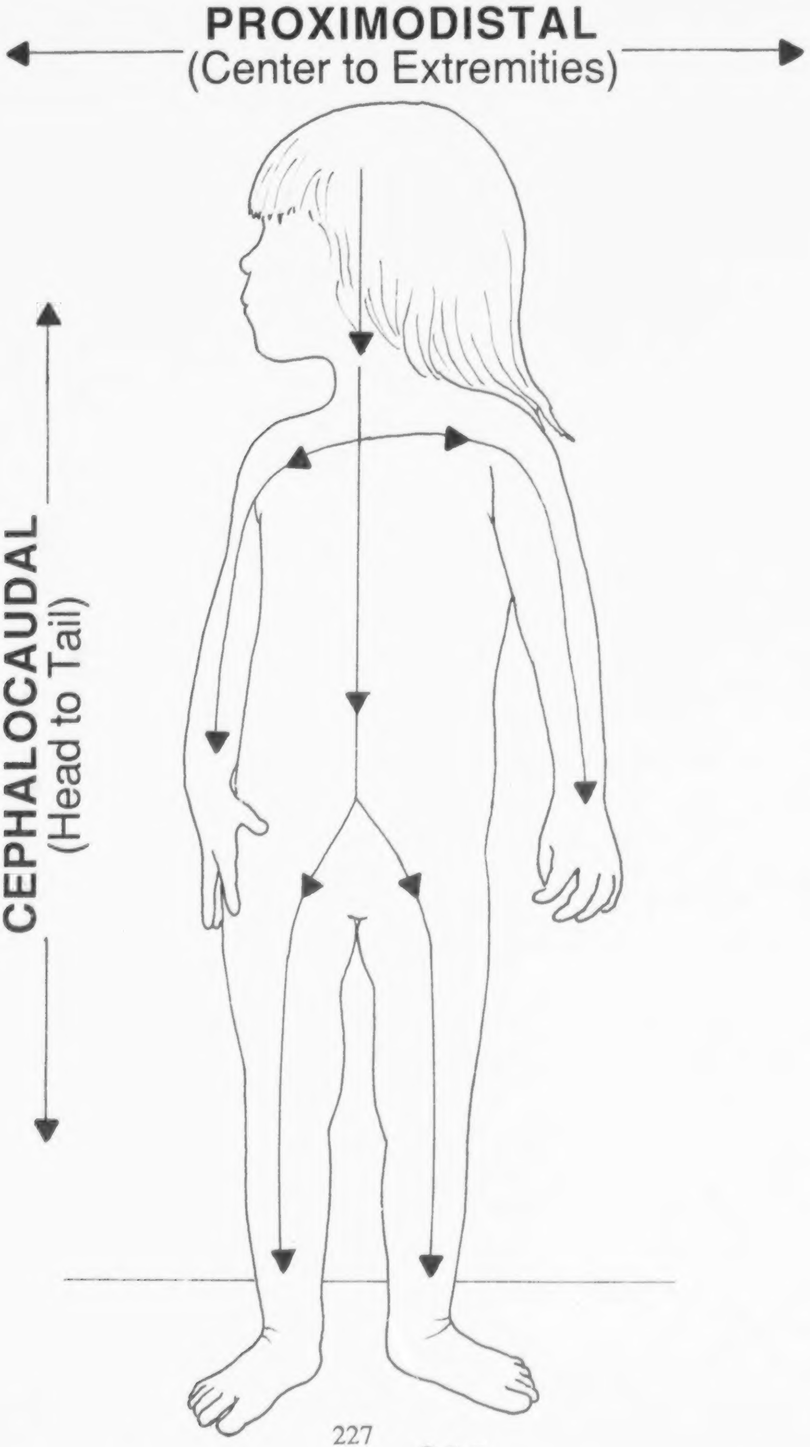
COGNITIVE DEVELOPMENT



PHYSICAL DEVELOPMENT

SOCIAL DEVELOPMENT

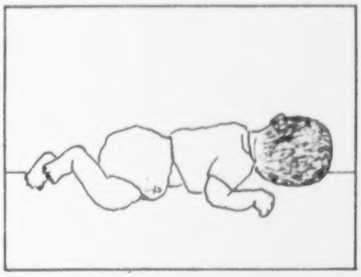
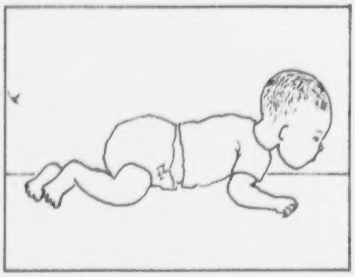
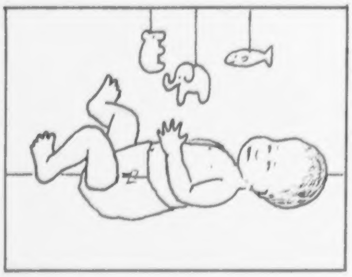
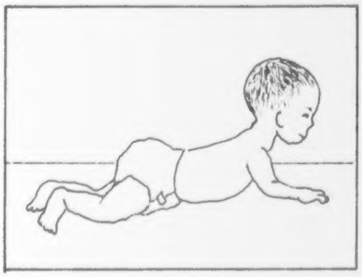
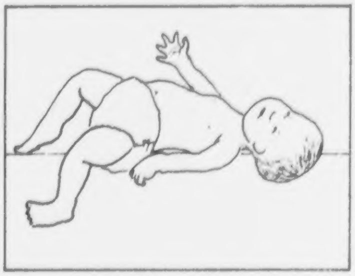
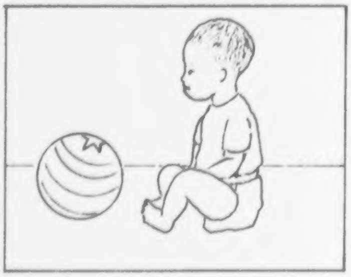
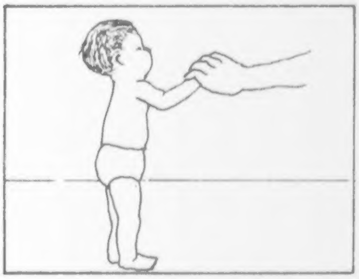
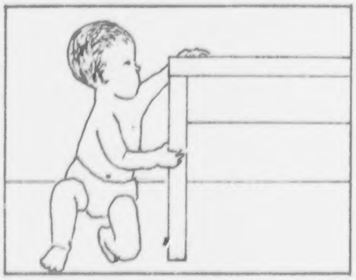
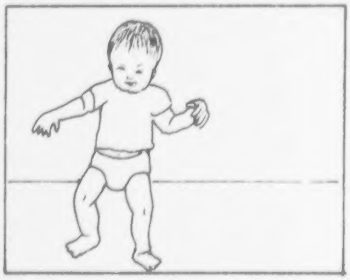
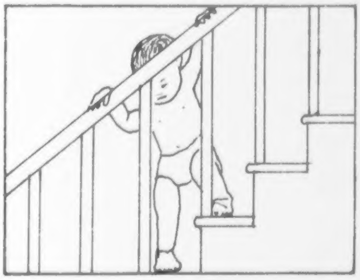
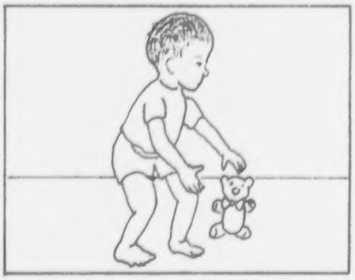
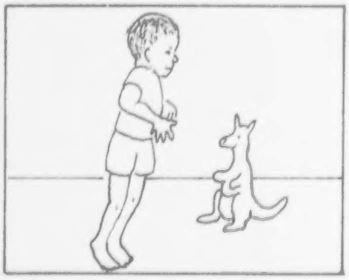
PRINCIPLES OF
HUMAN DEVELOPMENT


PROXIMODISTAL
(Center to Extremities)
CEPHALOCAUDAL
(Head to Tail)

SOCIAL DEVELOPMENT DURING CHILDHOOD

	Infant	Preschool Child	School-age Child	Adolescent
NUMBER OF RELATIONSHIPS	Family, especially mother, child caregiver	Family, neighbors, playmates, child caregivers	Many companions, family, community contacts	Friends of own age group, wide range of acquaintances
TYPES OF INTERACTION	Solitude and interaction with one or two people	Parallel play	Group games, active play	Boy/girl activities
ROLE OF OTHERS	Nurturing care (total dependence)	Supervision	Guidance	Encouragement in independence
CHILD'S RESPONSE	Receiving	Exchanging	Sharing	Accommodating

FROM NEWBORN TO TODDLER

CHILDHOOD POSTURE AND LEG SKILLS

	2 years	3	4	5	6
Posture		stands straight sits straight			
Walking	walks sideways and backwards, between parallel lines and on tiptoe; stands on one foot			can balance on narrow plank	walk in time to music
Running		runs with few falls		plays running games	
Jumping		jumps from 12 in.	standing jump–23-33 in.	jumps low obstacles	jumps rope

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

CHILDHOOD POSTURE AND LEG SKILLS

	2 years	3	4	5	6
Skipping/ Hopping		hops with two feet	skips to music		hops on one foot
Bicycling		rides tricycle			rides bicycle
Swimming	swims with legs	swims simple strokes		dives	
Skating				roller skates and ice skates on two runners	
Stair climbing	climbs on all fours	walks but holds on walks without holding on		uses legs alternately in walking	

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

CHILDHOOD HAND SKILLS

	2 years	3	4	5	6
Handedness	shifts hands		less shifting	predominantly right or left-handed	
Dressing	simple garments	manipulates simple fasteners– zippers and large buttons		dresses completely; ties shoes	
Grooming	brushes hair	brushes teeth		brushes and combs hair	
Bathing	washes front of body			shampoos hair; washes back and neck	
Feeding	uses fork and spoon	spreads with knife	cuts with knife	cuts meat with knife	

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

CHILDHOOD HAND SKILLS

<table>
<tr><th></th><th>2 years</th><th>3</th><th>4</th><th>5</th><th>6</th></tr>
<tr><td>Writing</td><td></td><td colspan="2">prints large letters</td><td>prints name and numbers 1-5</td><td>prints alphabet and numbers 1-20</td></tr>
<tr><td>Copying</td><td></td><td>copies vertical line & triangle</td><td></td><td>copies square</td><td>copies diamond</td></tr>
<tr><td>Throwing/ Catching</td><td></td><td colspan="2">tries</td><td colspan="2">is successful</td></tr>
<tr><td>Block Building</td><td>copies a simple model</td><td>places blocks in rows or piles</td><td>builds tower without model</td><td colspan="2">builds more difficult figures</td></tr>
<tr><td>Playing</td><td></td><td colspan="2">cutting, pasting, weaving, finger painting, scribbling</td><td colspan="2">hammering, sawing, painting with brush, drawing, knitting, putting together simple puzzles</td></tr>
</table>

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

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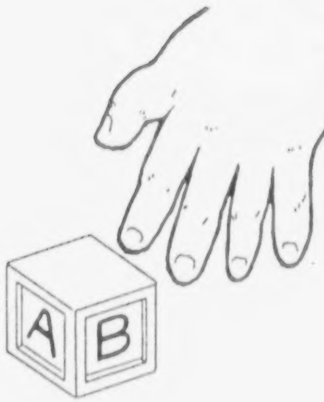
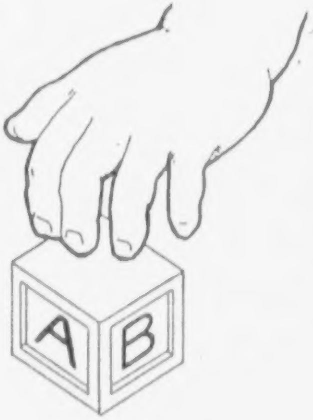
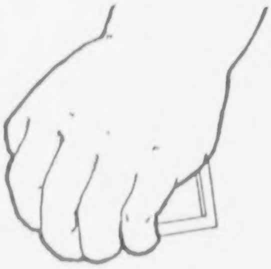
HAND/EYE MOTOR SKILLS



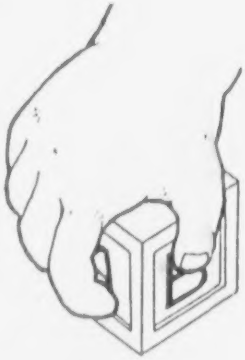
4 months



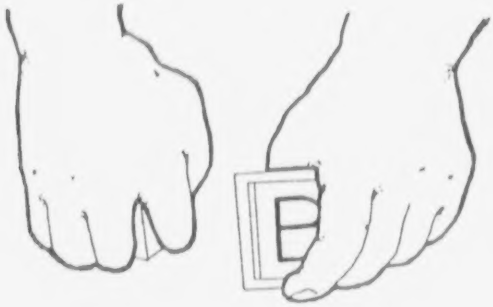
5 months



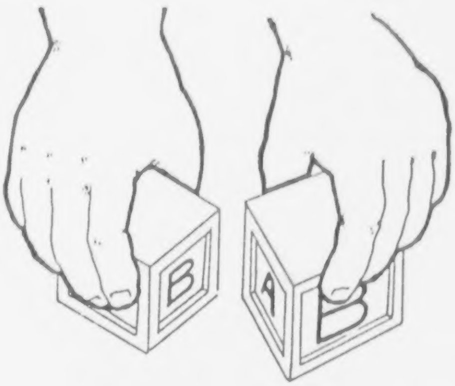
6 months



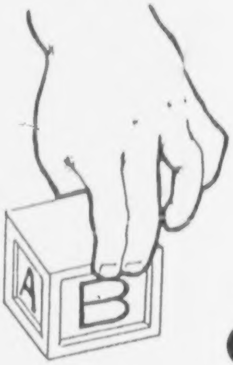
7 months



8 months



10 months



1 year

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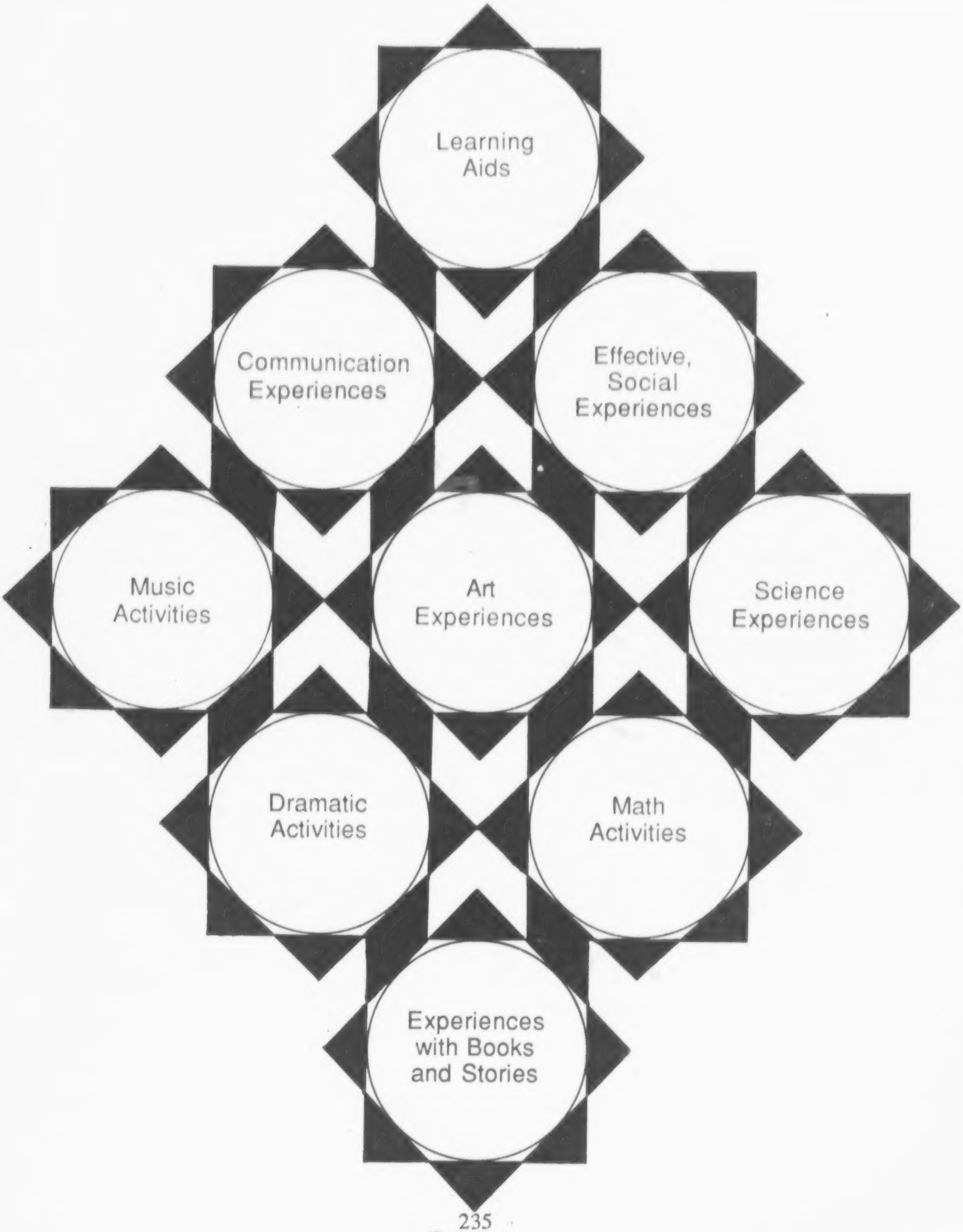
HELP YOUR CHILD BLOOM


Learning Aids
Communication Experiences
Effective, Social Experiences
Music Activities
Art Experiences
Science Experiences
Dramatic Activities
Math Activities
Experiences with Books and Stories

LANGUAGE DEVELOPMENT

AGE	INFANT BEHAVIOR
2 months	Expressive noises; repeated syllable sounds
4 months	Laughing; babbling; repeated syllable sounds
6 months	Distinguishes angry and friendly tones; baby talk; mimics adult sounds; recognizes own name
9 months	Associates "mama" and "dada" with parents; understands many words; uses expression in sounds but no distinguishable words; plays word games such as pat-a-cake
12 months	Understands more words than can be said; can say a couple of words clearly; hums music

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Direct Methods Of Guidance

1. Talk to the child on eye level, and use simple, positive directions.
2. Prevent child from hurting self or others.
3. Assist child in dealing with conflicts with others.
4. Give child a choice whenever possible.
5. Demonstrate or model the desired behavior.
6. Touch, guide, or lead the child by the hand for further direction.
7. Praise child with positive feedback.

Indirect Methods Of Guidance

1. Provide an environment with appropriate activities to promote interest, cooperation, and participation.
2. Encourage independence by arranging accessible activities and equipment.
3. Arrange space for cues regarding appropriate behavior.
4. Schedule activities according to the needs of the children.
5. Provide appropriate adult/child ratio.
6. Consider age, sex, and number of children to form balanced groups.

Case Studies On Guiding Children's Behavior

1) Timothy is five and has just begun kindergarten. His mother has noticed that when playing with neighborhood friends after school, he tends to use several swear words. His playmates react by either laughing at his behavior or tattling.

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2) Jennifer is starting four-year-old nursery school after completing a mother's day out program when she was three. As a three-year-old, she was very happy and content to be in the child-care program, but now that she is in regular nursery school, she has problems with her mother leaving her alone. She either cries loudly as her mother leaves her at nursery school or clings to her mother physically and makes a big scene each day.

---

3) John and Robert are two and one half and have been playmates since infancy. John's mother noticed that when the toddlers were playing recently they did a lot of spitting and biting each other along with the usual problems of not wanting to share toys.

---

4) Tony is seven years old and likes to go often to the neighborhood quick stop shopping store to buy treats. After a trip yesterday, his mother noticed that he seemed to have more candy and gum than his allowance would buy. She suspects that he has taken something from the store without paying for it.

LOGICAL CONSEQUENCES VS. PUNISHMENT

Expresses the reality of the situation.	Expresses the power of personal authority.
Is related to the misbehavior.	Is arbitrary. Does not have a connection with the misbehavior.
Involves no moral judgment.	Involves moral judgment.
Deals with the present.	Deals with the past.
A friendly and caring atmosphere is maintained.	A hostile atmosphere prevails.

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LOGICAL CONSEQUENCES VS. PUNISHMENT

PUNISHMENT			LOGICAL CONSEQUENCES		
Characteristics	Underlying Message to Child	Likely Results	Characteristics	Underlying Message to Child	Likely Results
1. Emphasis on power of personal authority	"Do what I say because I say so."	Rebellion. Revenge Lack of self-discipline. Sneakiness Irresponsibility.	1. Emphasis on reality of the social order.	"I trust you to learn to respect the rights of others."	Cooperation. Respect for self and others. Self-discipline.
2. Rarely related to act; arbitrary.	"I'll show you." "You deserve what you're getting!"	Resentment. Desire for revenge. Fear. Confusion Rebellion.	2. Logically related to the misbehavior; sensible.	"I trust you to make responsible choices."	Learning from experience.
3. Implies moral judgment.	"You're bad! You're not acceptable."	Feelings of hurt, guilt. Desire to get even.	3. Treats person with dignity; separates deed from doer.	"You are a worthwhile person."	Senses he or she is acceptable even though behavior is not.
4. Emphasis on past behavior.	"You'll never learn. I can never count on you."	Feels unacceptable. Feels can't make good decisions.	4. Concerned with present and future behavior.	"You are able to take care of yourself."	Becomes self-evaluating, self-directing.
5. Threats of disrespect, violence, or loss of love, either open or concealed.	"You'd better shape up!" "No child of mine would do a thing like that!"	Fear Rebellion. Guilt feelings. Desire to "get back."	5. Voice communicates respect and good will.	"I don't like what you are doing, but I still love you."	Feels secure about parent's love and support.
6. Demands compliance.	"Your preferences don't matter." "You can't be trusted to make wise decisions."	Rebellion. "Defiant compliance."	6. Presents choice.	"You are capable of deciding	Responsible decisions. Increased resourcefulness.

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WHAT DO YOU KNOW ABOUT CHILD ABUSE ?

DIRECTIONS: Beside each statement below, write T if you think the statement is true and write F if you think it is NOT true.

_____ 1. Child abusers are from low economic groups of society, certain ethnic groups, and certain religious groups.

_____ 2. It is against the law to fail to report suspected child abuse.

_____ 3. Most families who abuse or neglect their children can change their behavior through use of support services including education, counseling, and health care.

_____ 4. Once a child abuser, always a child abuser.

_____ 5. Many abusive parents behave that way because they use drugs or alcohol.

_____ 6. Child abuse is something that can be avoided in today's society.

_____ 7. Most children who are abused need to be placed in foster care for their protection.

_____ 8. Many persons who abuse their children have been abused themselves as children.

_____ 9. Every year over 1.5 million cases of child abuse are reported in this country .

_____ 10. Most child abusers are the parents of the children abused.

SIGNS OF ABUSE AND NEGLECT

DIRECTIONS: Using the definitions at the bottom of the page, fill in the blanks to create words associated with child abuse and neglect.

1. ___ ___ A ___ ___ ___ ___ ___ ___
2. B ___ ___ ___ ___
3. ___ ___ ___ ___ U ___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ S ___ ___
5. ___ ___ ___ E ___ ___ ___ ___ ___ ___ ___

6. ___ ___ ___ N ___ ___ ___ ___ ___
7. ___ ___ E ___ ___ ___ ___ Treatment
8. Harsh ___ ___ ___ G ___ ___ ___ ___
9. ___ ___ ___ ___ ___ ___ ___ ___ ___ L
10. E ___ ___ ___ ___ ___ ___ ___
11. Lack of C ___ ___ ___ ___ ___ ___
12. ___ ___ ___ T ___ Clothing

CLUES:

1. Injury to bones
2. Injury caused by heat
3. Lack of proper diet
4. Injury caused from hitting or falling
5. Cuts
6. Left alone
7. Unfair
8. Oral communication
9. _____ or delayed physical, emotional, or intellectual development
10. Unprotected, abandoned
11. No interest
12. Unclean

ANSWERS Fractures, Burns, Malnutrition, Bruises, Lacerations, Abandoned, Unequal Treatment, Harsh Language, Withdrawal, Exposure, Lack of Concern, Dirty Clothing

PARENTS WHO ABUSE THEIR CHILDREN

STUDIES SHOW THESE PARENTS USUALLY:

- Have unrealistic expectations of child's abilities
- Were abused themselves
- Were emotionally deprived during childhood
- Have a low self-esteem
- Think child should fulfill their needs
- Are very sensitive to rejection
- Have an unhappy marriage
- Have money problems
- Are isolated from others; have no one to help in stressful times
- Are immature and insecure

From: Papalia, Diane, Olds, Sally. *A Child's World* (New York: 1975) pp. 266-270 (22).

Case Studies On Suspected Child Abuse

1) Tommy is four years old and attends day care while both his parents work. He is a very active, busy four-year-old who gets involved in many aggressive situations with his playmates. He frequently hits, pushes, or screams loudly when he is frustrated during play. His day-care teacher has noticed recurring bruises on his arms and legs. When she asked both the mother and father, who take turns bringing him, about the bruises they quickly noted that Tommy was a very active little boy who falls and hurts himself often. The mother also said that Tommy is different than her other children in that he is naughtier.

2) Jean is the mother of four children—two from a former marriage and two born to her and her present husband, Robert. James, the oldest and named for his father who was Jean's first husband, is a very dutiful and good child who always does what is expected of him by his mother. His reaction to his step-father is different. He seems indifferent and shows some fear if Robert gets upset or angry with members of the family. Recently, Jean walked into the room while Robert was disciplining James for not feeding the dog on time. James showed a great deal of fear and ran from the room when his mother appeared. Jean secretly fears that Robert is abusing James, but she feels very much alone and has no one with whom she feels comfortable enough to discuss her fears.

3) Diana is a fourth grader in school. She comes from a single-parent family and lives with her mother and older sister who is fourteen. Her teacher describes her as passive and withdrawn. However, she is a good student and seems to be able to make and keep friends. Diana recently told her teacher that her mother had a new boyfriend who spent a great deal of time in their home. Her teacher notes that during the past week, Diana has spent a great deal of time day-dreaming in class and burst into tears when the teacher reminded her to finish her classwork. The teacher feels something is bothering Diana and that it is related to her mother's boyfriend.

FUNCTIONS OF CLOTHING

Directions: List each item of clothing you are wearing today and determine which of the common functions it serves. See the example in number 1.

Clothing	Functions
1. Underwear	Modesty Hygiene
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

TYPES OF STORES FOR CLOTHING PURCHASES

Type of Store	
1. ______________________________	**Advantages** 1. 2. 3. **Disadvantages** 1. 2. 3.
2. ______________________________	**Advantages** 1. 2. 3. **Disadvantages** 1. 2. 3.
3. ______________________________	**Advantages** 1. 2. 3. **Disadvantages** 1. 2. 3.
4. ______________________________	**Advantages** 1. 2. 3. **Disadvantages** 1. 2. 3.
5. ______________________________	**Advantages** 1. 2. 3. **Disadvantages** 1. 2. 3.

SUCCESSFUL MAIL ORDER SHOPPING

1. Read the catalog thoroughly to learn about cost, sizing, type of merchandise, payment plans, delivery, and return policies.
2. Determine how to return unsatisfactory merchandise.
3. Look for size ranges like small, medium, and large rather than numbered sizes.
4. Select garments featuring easy fit, such as dropped waists and roll-up sleeves.
5. Choose basic colors like red, black, white, etc. rather than sky blue, wheat, spring green, etc.
6. Never send cash through the mail. Pay with check, money order, or credit card.
7. Keep a record of your order. If merchandise is not shipped within thirty days, you can cancel your order.
8. Consider ordering by telephone to take advantage of questioning a salesperson about your choice.

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COMPARISON SHOPPING FROM VARIOUS SOURCES

Directions: Shop in 4 places (3 stores and 1 catalog) for jeans or shirts. Choose from a variety of stores, such as a department store, a factory outlet, a used-clothing exchange, and a discount store, if available, in your area. If possible, try on the items in your size to determine attractiveness and comfort. Record information and comment (for example, "well-made," "great color"). Answer the questions at the bottom of the page.

Store 1:

Type: ______________________

Services: ______________________

Jean/Shirt Brand Name: ______________________

Price: ____________ Fiber Content: ____________

Care Instructions: ______________________

Comfort: ______________________

Attractiveness: ______________________

Maintenance Cost: ______________________

Store 2:

Type: ______________________

Services: ______________________

Jean/Shirt Brand Name: ______________________

Price: ____________ Fiber Content: ____________

Care Instructions: ______________________

Comfort: ______________________

Attractiveness: ______________________

Maintenance Cost: ______________________

Store 3:

Type: ______________________

Services: ______________________

Jean/Shirt Brand Name: ______________________

Price: ____________ Fiber Content: ____________

Care Instructions: ______________________

Comfort: ______________________

Attractiveness: ______________________

Maintenance Cost: ______________________

Catalog:

Type: ______________________

Services: ______________________

Jean/Shirt Brand Name: ______________________

Price: ____________ Fiber Content: ____________

Care Instructions: ______________________

Comfort: ______________________

Attractiveness: ______________________

Maintenance Cost: ______________________

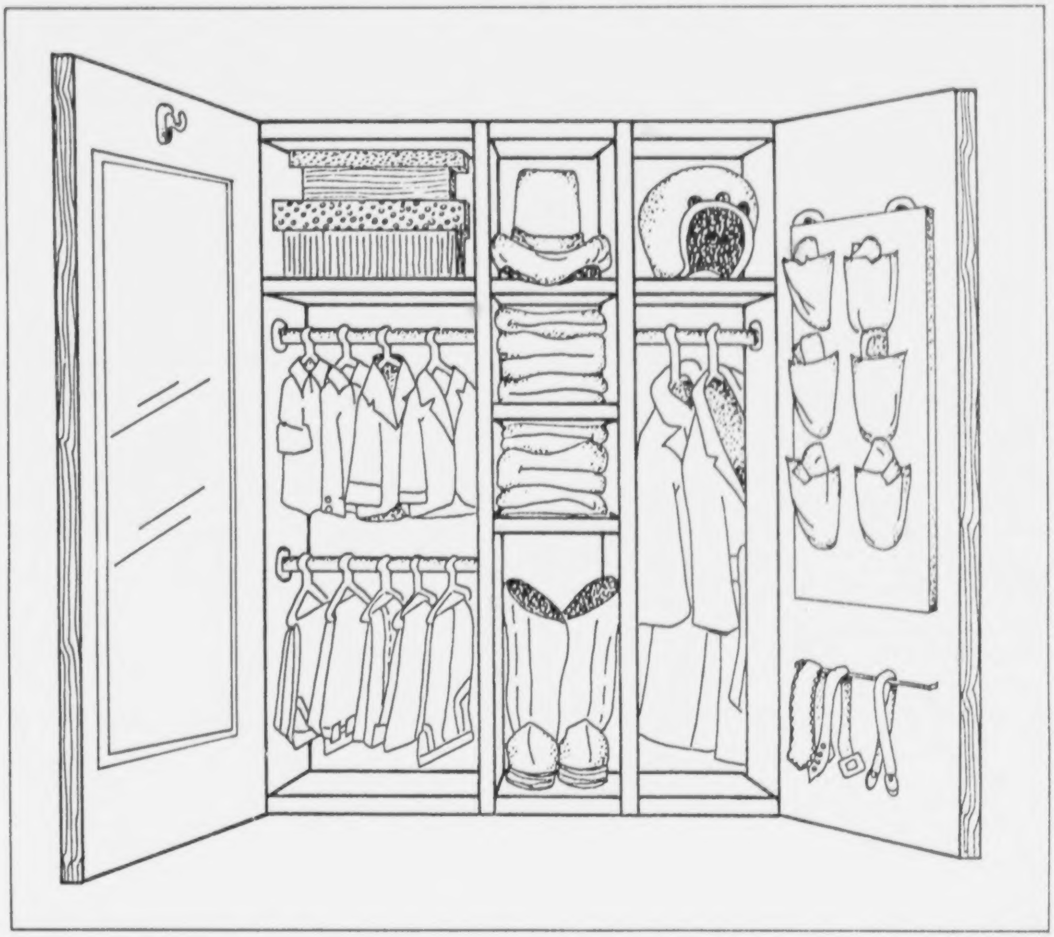
1. Which jean or shirt do you believe is the best quality? ______________________
2. Which jean or shirt do you believe is the least expensive, considering purchase price, lifetime maintenance, and frequency of replacement? ______________
3. Which jean or shirt do you believe is the best value combining quality and price? ____________
4. Which jean or shirt would you buy? ______________________

   Why? ____

EFFECTS OF CLOTHING

When I wear...:	I feel...
1. Jeans and a T-shirt	______________________
2. Formal wear	______________________
3. Dress clothes	______________________
4. Sleep wear	______________________
5. Old clothes	______________________
6. Dirty clothes	______________________
7. Wrinkled clothes	______________________
8. A swim suit	______________________
9. Shorts	______________________
10. Sweats	______________________

WARDROBE BUILDING



IDENTIFY YOUR NEEDS

Work Sports
School Church

CONSIDER WHAT YOU HAVE

Repair
Clean
Discard

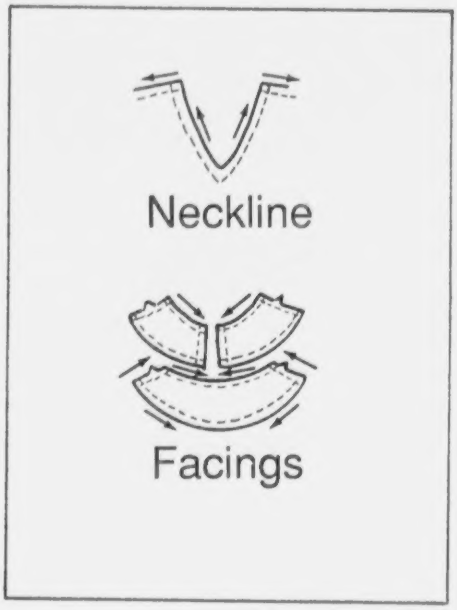
PLAN FOR ADDITIONS

Purchase
Construct
Receive as Gifts
Trade

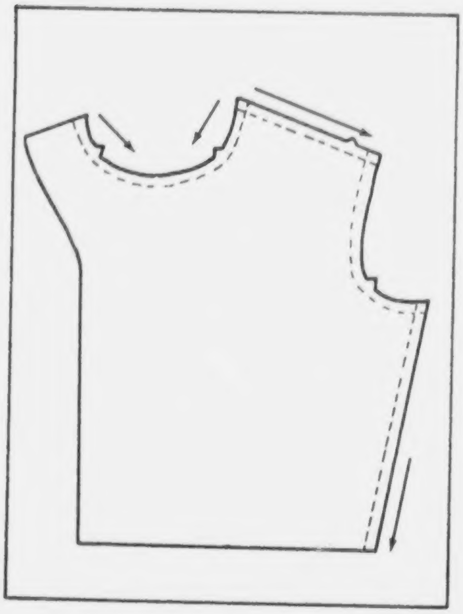
TRY NEW COMBINATIONS

STAYSTITCHING

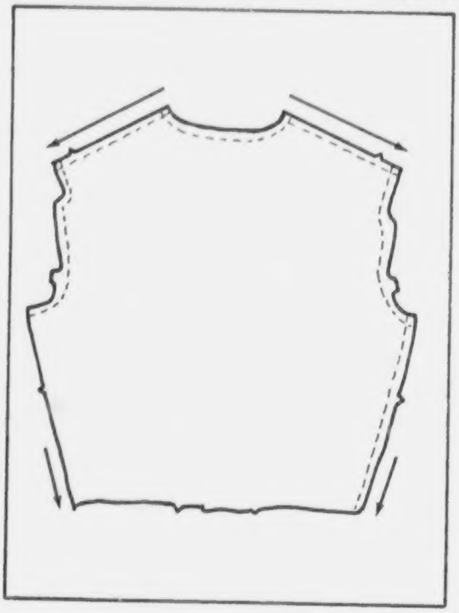
BODICE/SHIRT


Neckline
Facings

Front



Back

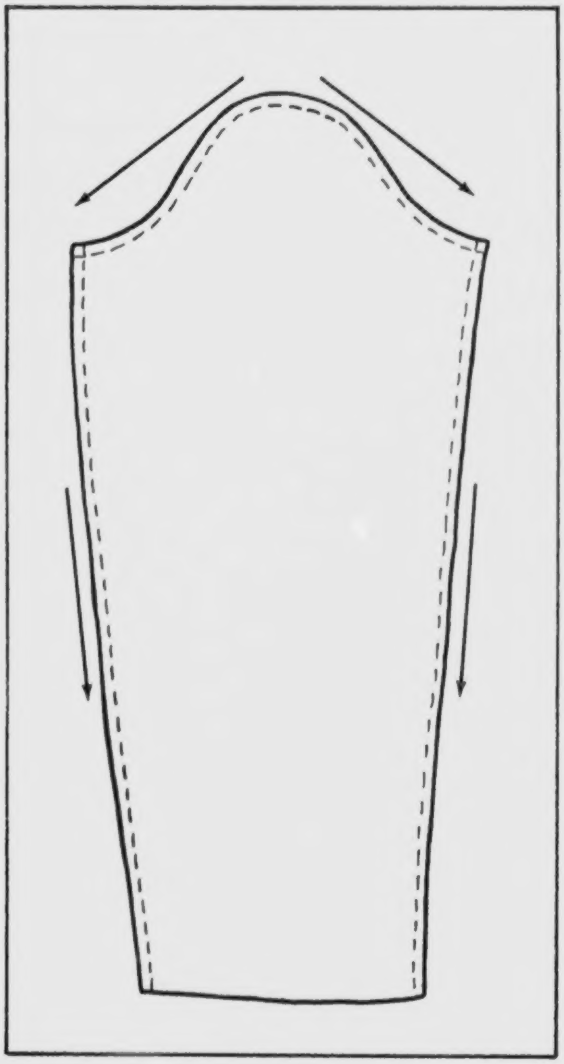


TA 54

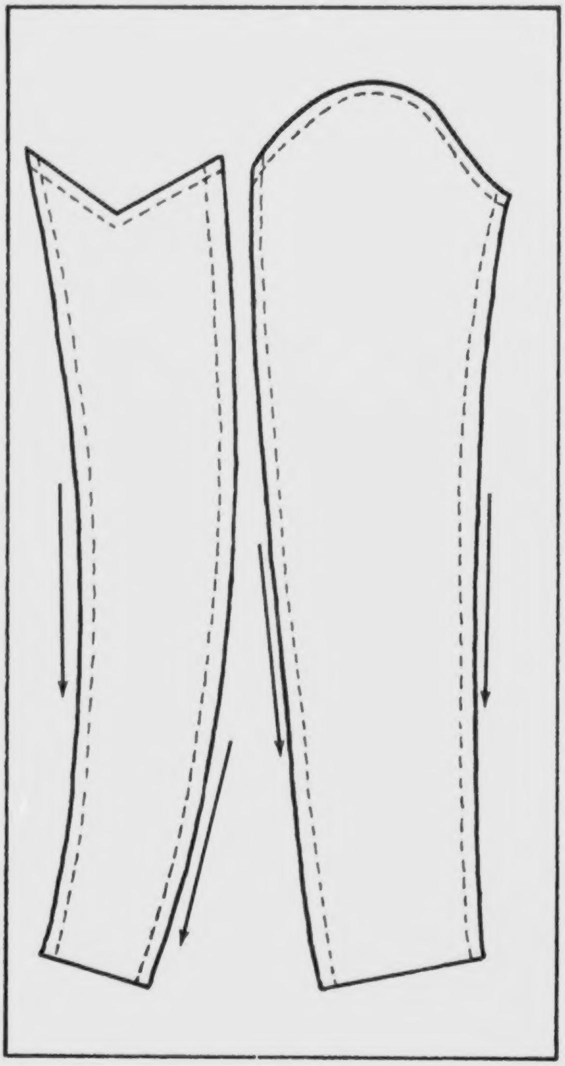
STAYSTITCHING

SLEEVES

One-Piece Sleeve

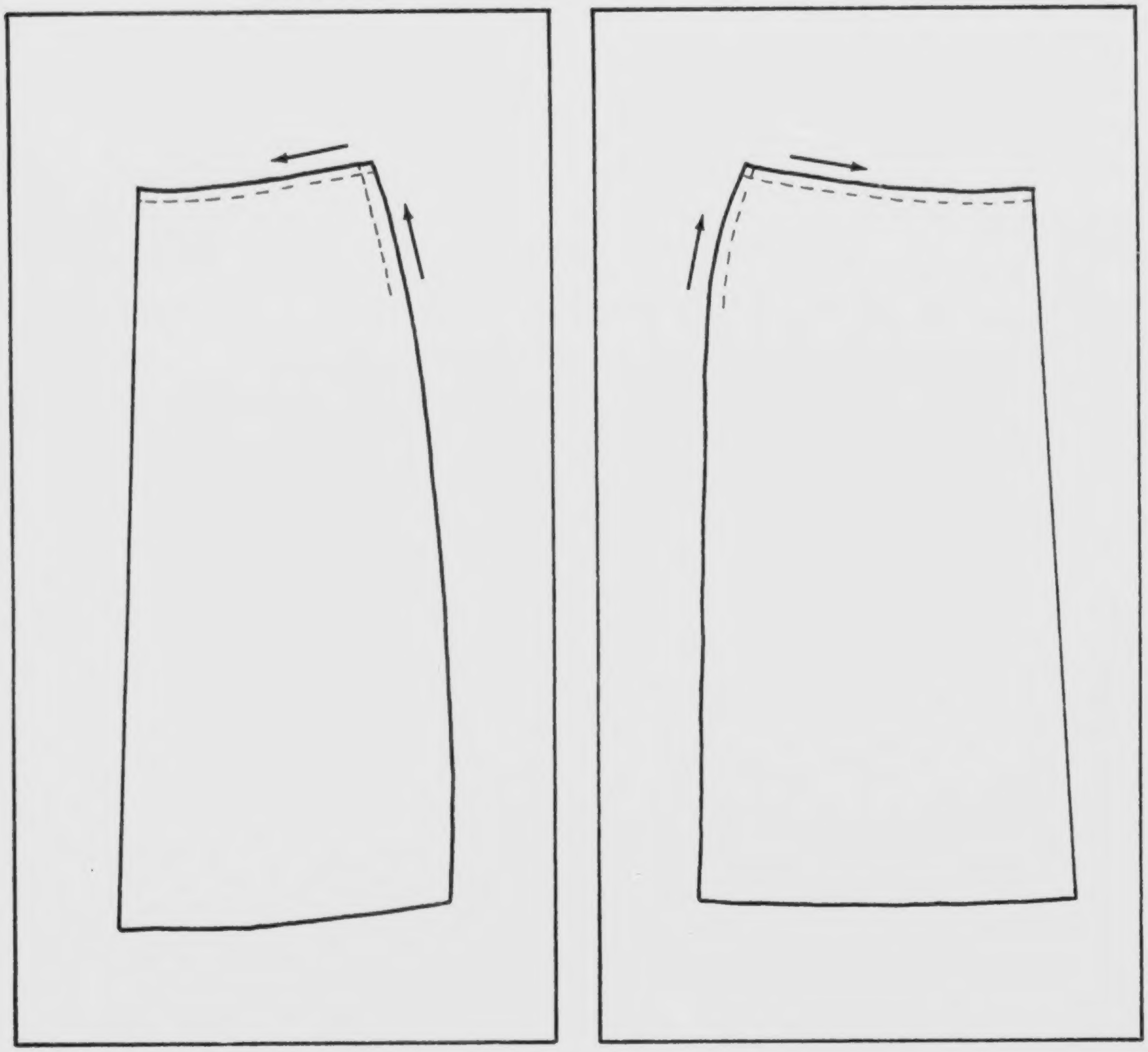


Two-Piece Sleeve



STAYSTITCHING

SKIRT

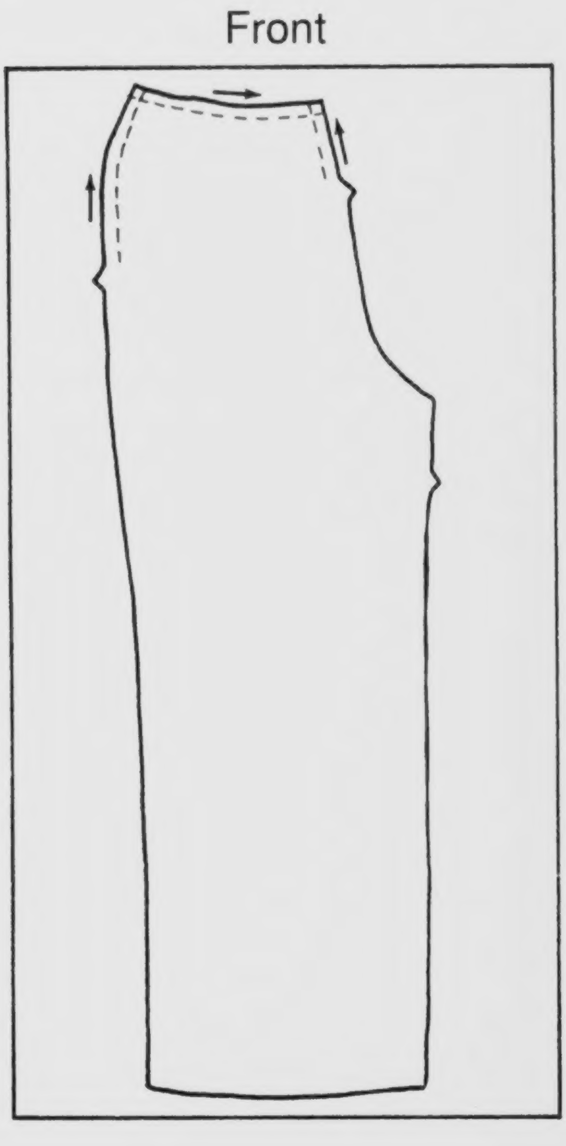


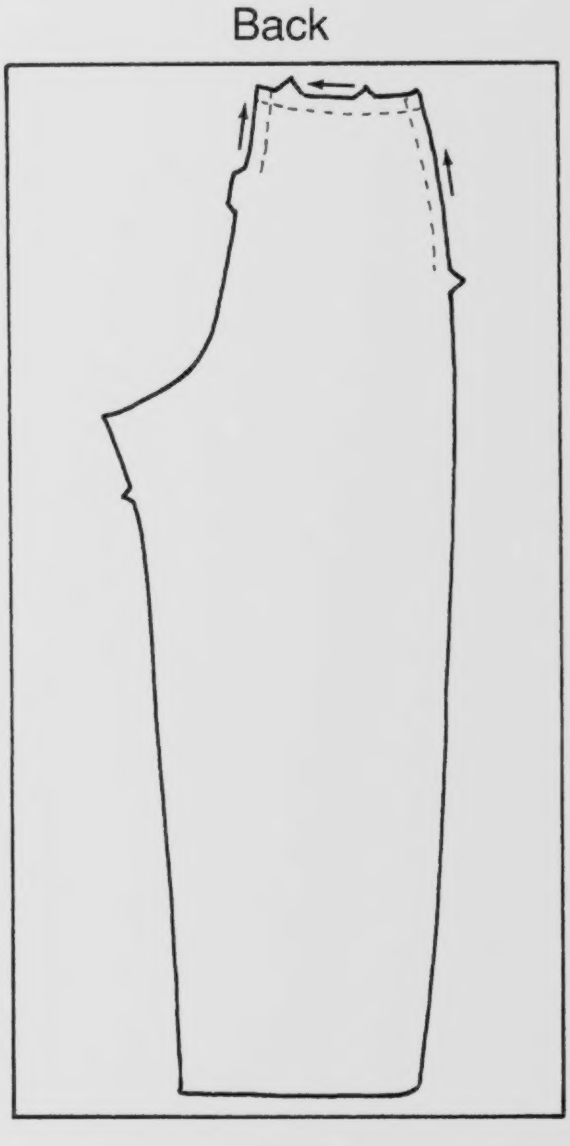
Front

Back

STAYSTITCHING

PANTS

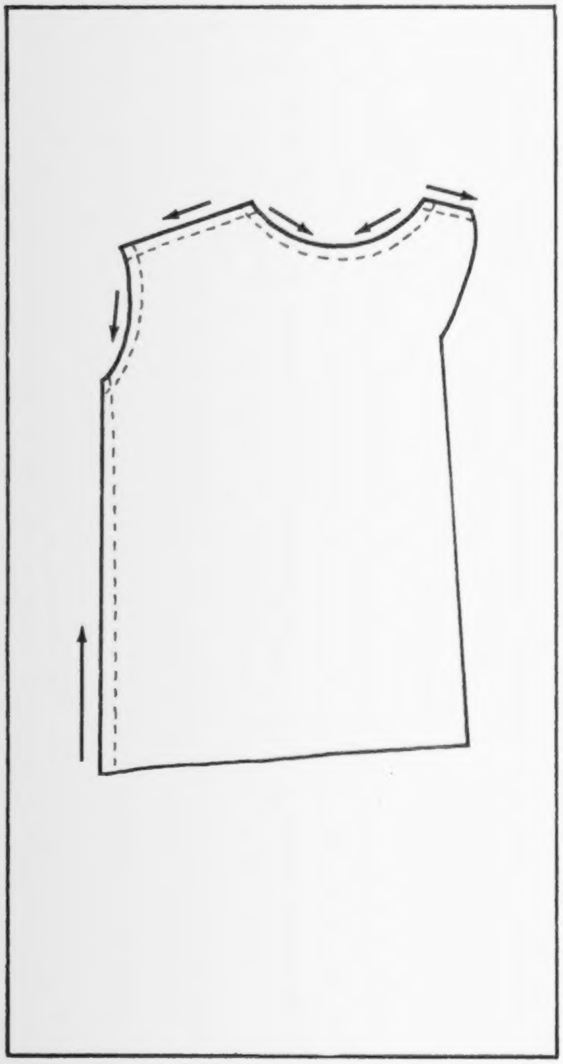




STAYSTITCHING

COAT/JACKET

Front



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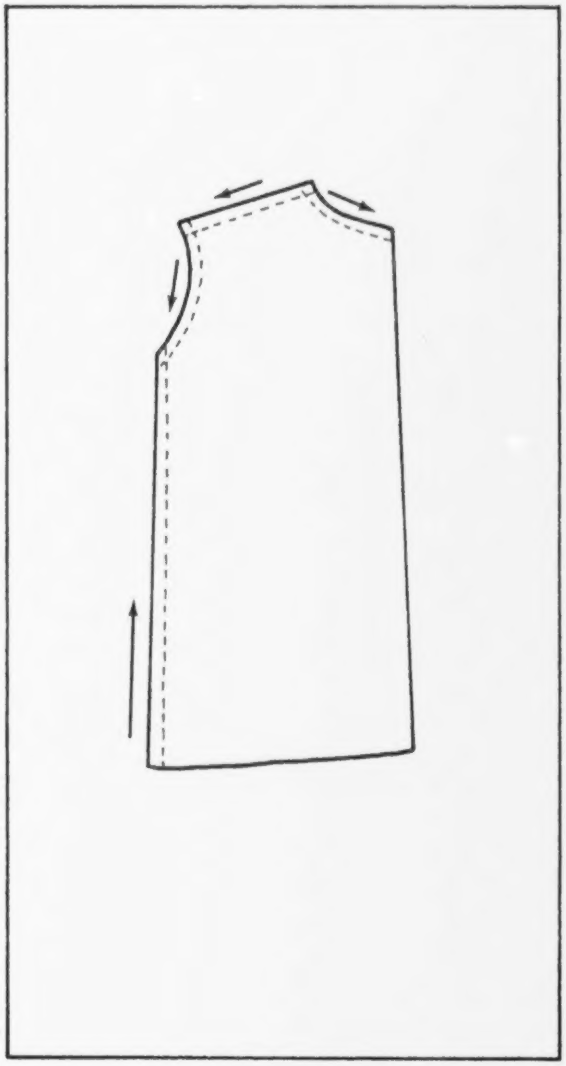
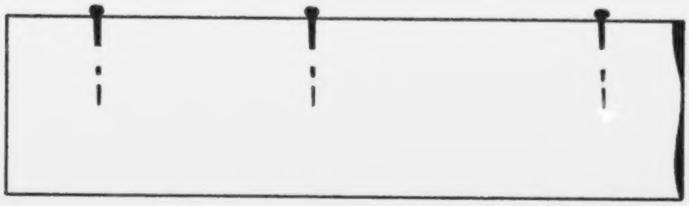


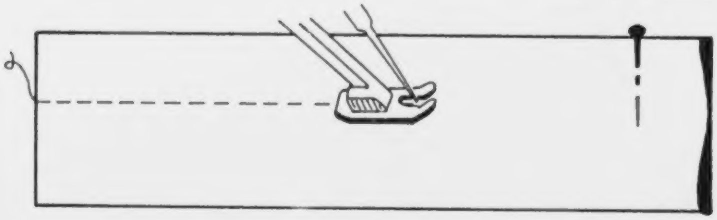
BASTING

BASTING

Pin Basting

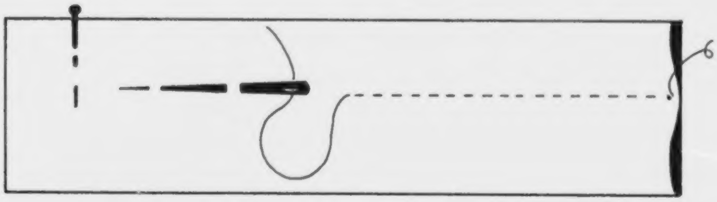


Machine Basting

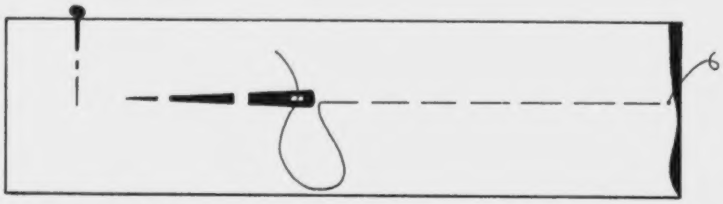


HAND BASTING

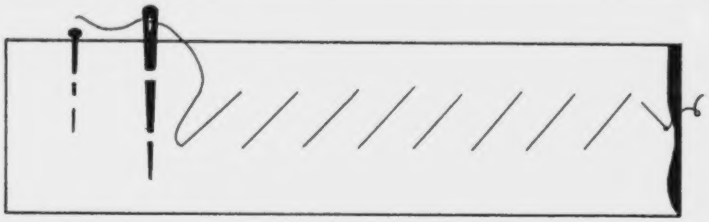
Even Basting



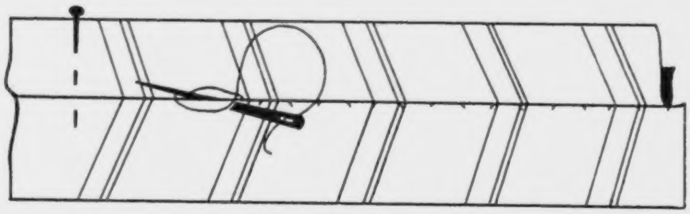
Uneven Basting



Diagonal Basting

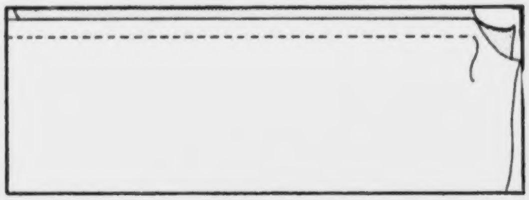


Slip Basting

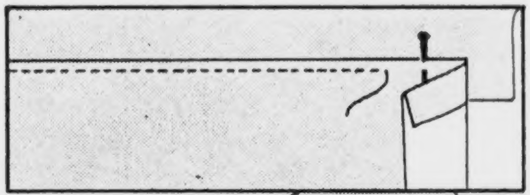


SEAMS

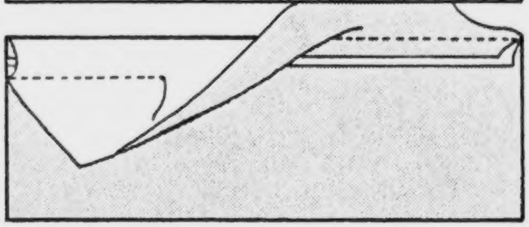
Plain Seam



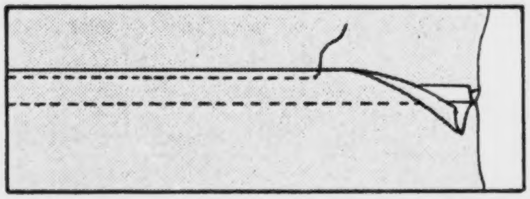
Lapped Seam



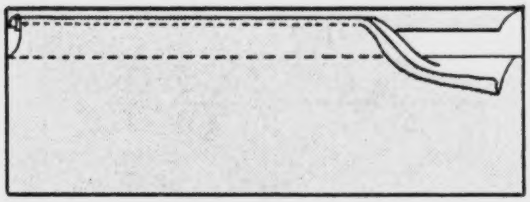
French Seam



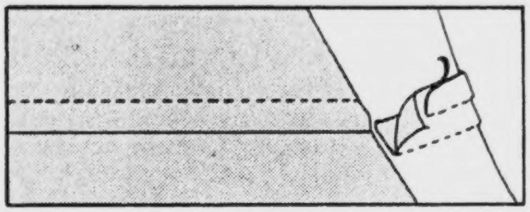
Flat-Felled Seam



Mock French Seam



Welt Seam



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CONSTRUCTION PROJECT EVALUATION

Student ______________________________ Garment ______________________

Date ________________________________ Period _______________________

Directions: Place a check in the appropriate column.

	Poor	Fair	Good	Excellent
1. Overall appearance attractive				
2. Pattern and fabric appropriate				
3. Cut correctly				
4. Marked adequately without residue				
5. Stitching neat				
6. Darts smooth				
7. Seams appropriate				
8. Fasteners secure and neat				
9. Facings smooth				
10. Neck neat				
11. Sleeves correctly completed				
12. Waistband neat				
13. Hems uniform, secure, inconspicuous				
14. Fit correct				
15. Pressing effective				

Comments: (Student) ____

____

____

Comments: (Teacher) ____

____

____

MY SOLUTION

Directions: Read the cases below and write the way the clothes can be recycled.

Case 1

Mary has an old jogging suit that doesn't fit anymore, but it is still soft and comfortable. What could she do with it?

Case 2

Helen has a white sweater that she has worn until she can't stand it anymore. What can she do with it ?

Case 3

Earl has a jacket that is practically brand new, but he hasn't worn it because it is too hot. What can he do with it?

TA 61b

Case 4

Juan has a faded pair of jeans with white paint all over one leg. What can he do with them?

Case 5

Lee has a T-shirt that has a torn bottom. What can he do with it?

HOUSING NEEDS AND WANTS

Needs in Relation to Housing

Directions: Classify the following list of items into physiological needs, sociological needs, and psychological needs of housing.

television
telephone
skates
education
house
sleep
food
humid
a pet
police department
stereo
love
make-up
clothes
albums
rain

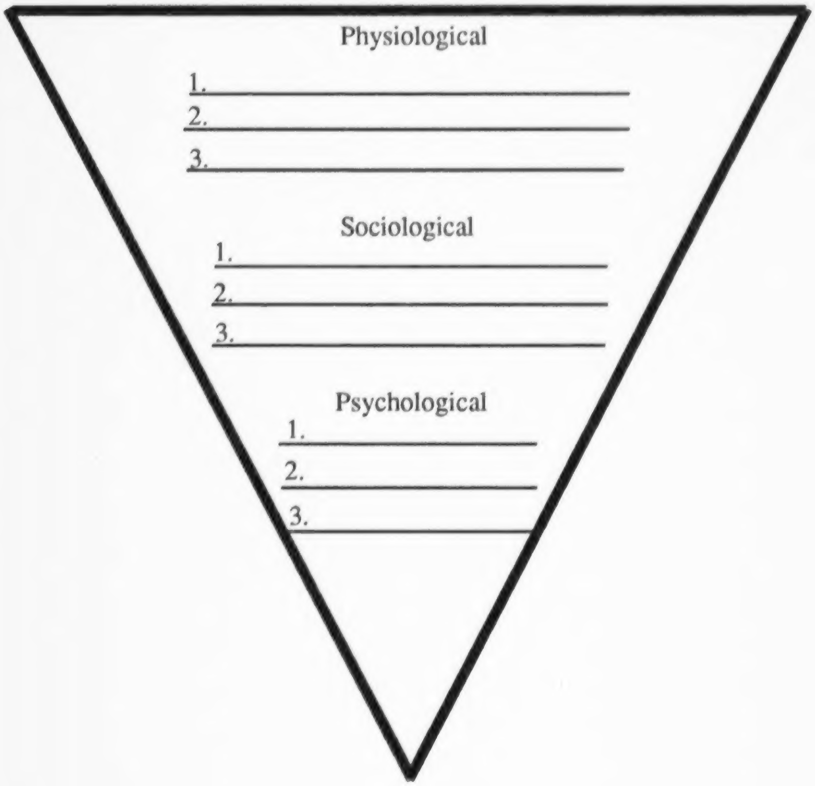
Physiological Needs	Sociological Needs	Psychological Needs

Why do you think people might differ in their ideas?

TA 63a

Sort Out Wants and Needs

After carefully considering what is important to you, list three things in each category that you might work for, buy, or do. (Example, a bike, clothing, trip, sports activities, reading.)



Physiological

1. ______________________
2. ______________________
3. ______________________

Sociological

1. ______________________
2. ______________________
3. ______________________

Psychological

1. ______________________
2. ______________________
3. ______________________

HOUSING NEEDS

SOCIOLOGICAL

- Entertainment
- Privacy
- Food Service

PHYSIOLOGICAL

- Protection
- Odor Control
- Temperature Control
- Growth
- Color
- Health
- Sound
- Privacy
- Space
- Light

PSYCHOLOGICAL

- Creativity
- Comfort
- Peace
- Relaxation
- Self-Expression
- Security
- Privacy
- Beauty
- Order
- Pride

ADVANTAGES AND DISADVANTAGES OF HOUSING ALTERNATIVES

Using home economics textbooks, interviews, and other available resources, collect information to determine advantages and disadvantages of housing alternatives.

Housing Alternative	Advantages	Disadvantages
Development		
Custom-built		

Housing Alternatives	Advantages	Disadvantages
Older or "preowned"		
Factory-built		
Mobile home		

TA 64c

Housing Alternatives	Advantages	Disadvantages
Modular		
Cooperative		
Condominium		

Housing Alternatives	Advantages	Disadvantages
Rental Apartment		
Duplex		
Townhouse (rowhouse)		
Dormitory		

Housing alternatives	Advantages	Disadvantages
Rented room		
Institutional		
Vacation		

HOUSING SELECTION

Locate the types of housing available in the area served by your school. On a map of the school district show the location of the following housing alternatives: tract development, custom-built, older or "preowned," cooperative, condominium, rental, apartment, duplex, townhouse (rowhouse), mobile home, dormitory, vacation, rented room, institutional, factory-built.

(NOTE: If you live in a large school district, you may want to use only one section.)

1. What types of housing are the most common?

2. What types of housing do not exist in your area?

3. What housing alternatives are available at the following price levels? Be sure to examine advertisements for housing in the newspaper. Include advertisements with the assignment.

   a. $15,000 and under

   b. $21,000

   c. $35,000

   d. $50,000

   e. $75,000

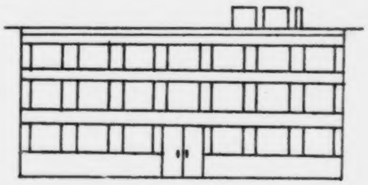
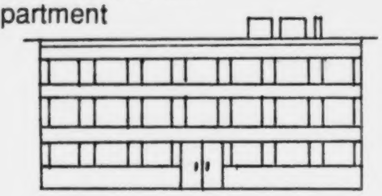
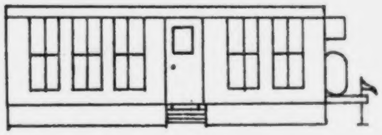
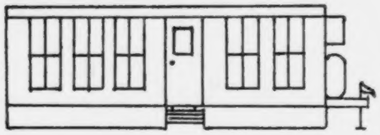
   f. $100,000

4. Select one type of housing you observed as housing you would 'want' in the future for your own. Write a paragraph explaining your reasons for selection.

TA 66a

COMPARE
HOUSING ALTERNATIVES

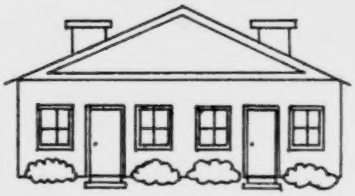
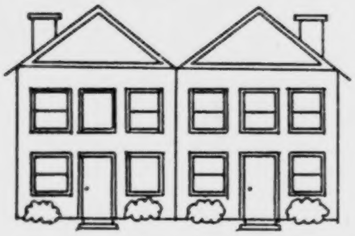
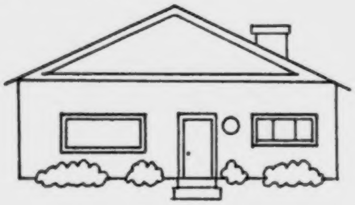
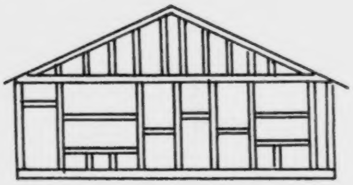
DIRECTIONS: Read the housing alternatives and their descriptions. Consider values as they relate to the types of housing listed. Choose at least three housing alternatives. In the column labeled "Housing Choice and Explanation," describe a situation in life which might require the particular type of housing. Example: working single parent with two children, married dual career couple, married with two children, retired with no family at home. Explain how an individual's specific values would influence choices.

HOUSING	DESCRIPTION OF HOUSING	HOUSING CHOICE AND EXPLANATION
Rent Furnished Apartment 	Furniture included. Caretaker/ management company has general responsibility of upkeep and repairs.	
Rent Unfurnished Apartment 	Furniture not included. Caretaker/ management company has general responsibility of upkeep and repairs.	
Buy Mobile Home 	Put mobile home on a lot requiring rent. Upkeep of lot is responsibility of renter.	
Rent Mobile Home 	Rent paid includes use of lot and mobile home. Upkeep of lot is responsibility of renter. taxes on mobile home are owner's responsibility.	

COMPARE
HOUSING ALTERNATIVES

HOUSING	DESCRIPTION OF HOUSING	HOUSING CHOICE AND EXPLANATION
Rent Furnished Room	One room with furniture. Usually no cooking facilities included. Usually a community bath.	
Rent Unfurnished House	Furniture and major appliances not provided. Landlord has major responsibilities of upkeep, repairs, and taxes. Lease may be required.	
Rent Furnished House	Furniture is provided. Major appliances are included. Landlord has major responsibility of upkeep, repairs, and taxes. Lease may be required.	
Buy Duplex	Purchase two separate, identical apartments both in one dwelling. Can live in one and rent the other. Owner has full responsibility of upkeep.	

COMPARE
HOUSING ALTERNATIVES

HOUSING	DESCRIPTION OF HOUSING	HOUSING CHOICE AND EXPLANATION
Rent Duplex 	Rent one of two separate identical apartments in one dwelling. Landlord has major responsibilities of upkeep. Renter may have some responsibilities.	
Buy Condominium 	Purchase a specific apartment in a building. Hallways and land are jointly owned by all persons in condominium. Each owner gives a yearly fee to cover maintenance personnel.	
Buy Own House 	Furniture must be provided by the purchaser. Owner is responsible for upkeep, repairs, and taxes on property.	
Build Own House 	Pay for and either build or have built house of desired plan. Owner has full responsibility for taxes, upkeep and repairs.	

HOUSE BUDGETING

DIRECTIONS: Solve the following problems to determine how much each person or persons can afford to spend for a house. Use the following guideline: pay no more than 1.75 times annual family income. Write the letter of the correct answer in the space provided.

________ 1. Mr. and Mrs. James Parker plan to buy a two bedroom townhouse. They have a combined net income of $24,500. How much should they plan to spend for the townhouse?

a. $39,300
b. $42,875
c. $42,987
d.$43,500
e. $43,679

________ 2. Ms. Evelyn Ross is planning to purchase a mobile home and lot in a new trailer park west of town. Her income after deductions is $18,650. She should spend no more than:

a. $32,637.50
b. $32,649.50
c. $32,701.50
d. $32,743.50
e. $32,894.50

________ 3. Brian Nelson and Debbie Clark are planning to marry in September. Brian is working in construction and his take home pay yearly is $15,025. Debbie is a sales clerk at Lord & Taylor's and brings home $7,008 yearly. Their combined annual net income is $22,033. They plan to purchase housing. What price housing should they investigate?

a. $38,100.75
b. $38,240.75
c. $38,453.76
d. $38,507.75
e. $38,557.75

HOUSING DECISION
To Rent or to Buy

Directions: The following case study describes a family in the process of making a housing decision. Read the case study. Using the information given complete the housing budget. Based upon the figures, make a housing decision for the Rainey's.

CASE STUDY

Mr. and Mrs. Russell Rainey have just married. Mrs. Rainey has two girls, ages 13 and 15, from a previous marriage. Mr. Rainey has four girls from a previous marriage but only two girls are still at home. Their ages are 13 and 18. They must decide what type of housing will meet their needs. As all the children are girls, each could have a bedroom or they could share. One of the girls may be leaving to attend college or she may choose to attend junior college in the town. At least two bathrooms are needed for the family.

Mr. Rainey works in a furniture company. His monthly take-home pay is $1,800.00. Mrs. Rainey teaches music part-time at the high school and middle school. Her monthly take-home pay is $700.00. Mrs. Rainey was married previously, she sold her other house and has $10,000.00 to use as possible down payment for a house. The family's expenses for the month are the following:

Food	$300.00
Clothing	$75.00
Car payment	$200.00
Car insurance	$25.00
Gasoline	$100.00
Revolving charge accounts	$80.00
Allowances-Teenagers	$80.00
Pocket money	$50.00
Lessons (Soccer, Music)	$60.00
Miscellaneous expenses	$50.00
Savings	$25.00

The realtor, Mrs. Johnson, shows them a four bedroom home for rent at $600.00 per month. Utilities are estimated at $250.00 per month. The Rainey's are also shown a four bedroom home for sale for $68,000.00. With a good down-payment the monthly payments would be $650.00. Utilities and maintenance would average $250.00 monthly. City, county and school taxes would be $1600.00 yearly. Homeowners insurance would cost $700.00 per year.

1. Determine monthly expenses for the Rainey's.

Food	$
Clothing	$
Car payment	$
Car insurance	$
Gasoline	$
Allowances-Teenagers	$
Pocket money	$
Lessons (Soccer, Music)	$
Miscellaneous expenses	$
Savings	$
Total	$

2. Total Monthly Income for Rainey's $__________

Total Monthly Expenses (except housing) $__________

Total Housing Budget $__________

3. Compare renting expenses (per month) vs. buying expenses (per month).

Rent	$	Monthly Payment	$
Utilities	$	Utilities	$
		Monthly Taxes	$
Total	$	Insurance	$
		Maintenance	$
		Other	$
		Total	$

4. Which type of housing can the Rainey's afford? The rented house__________

The purchased house__________

Discuss the advantages and disadvantages of each type for the Rainey's.

5. What are some suggestions for other housing options?

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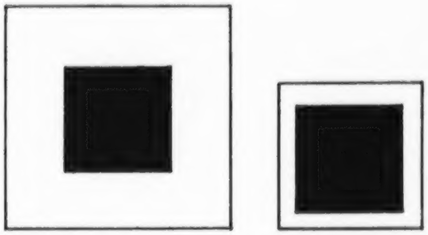
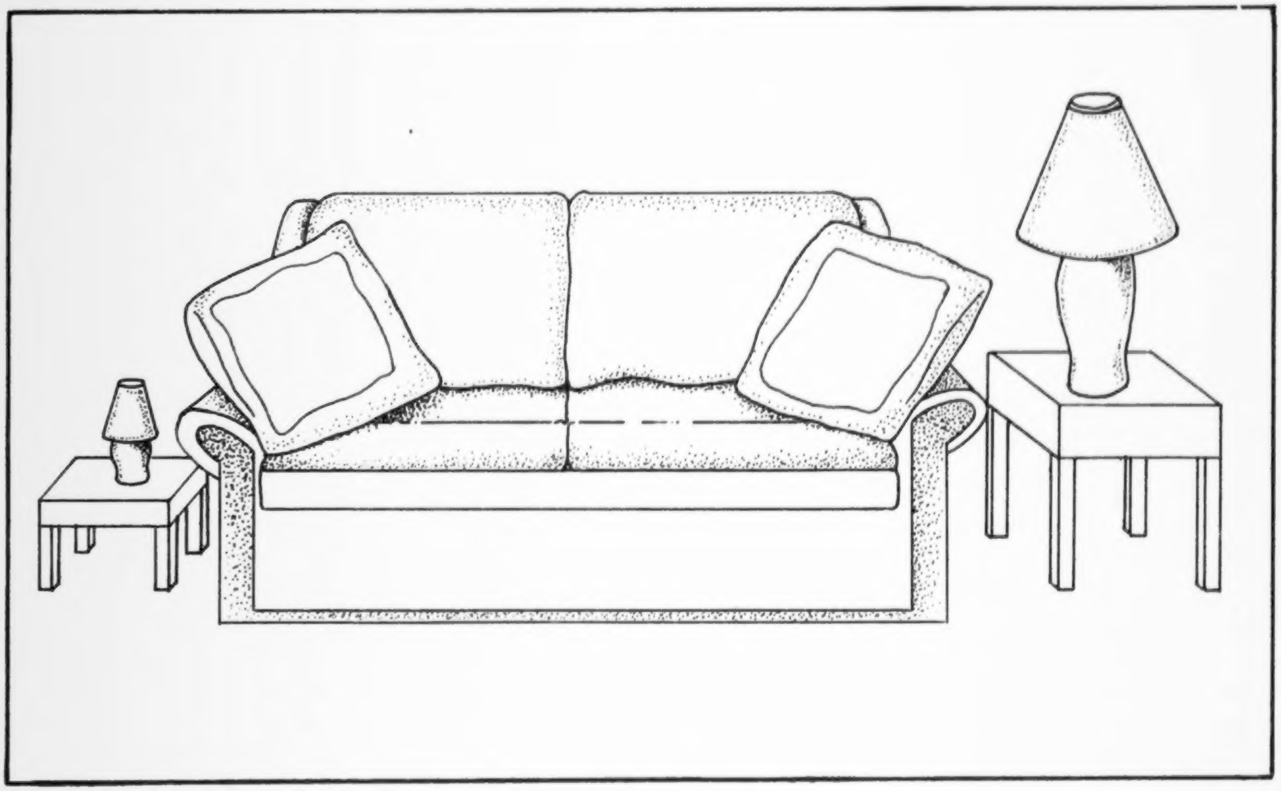
PRINCIPLES OF DESIGN

SCALE:
The Relationship of Sizes

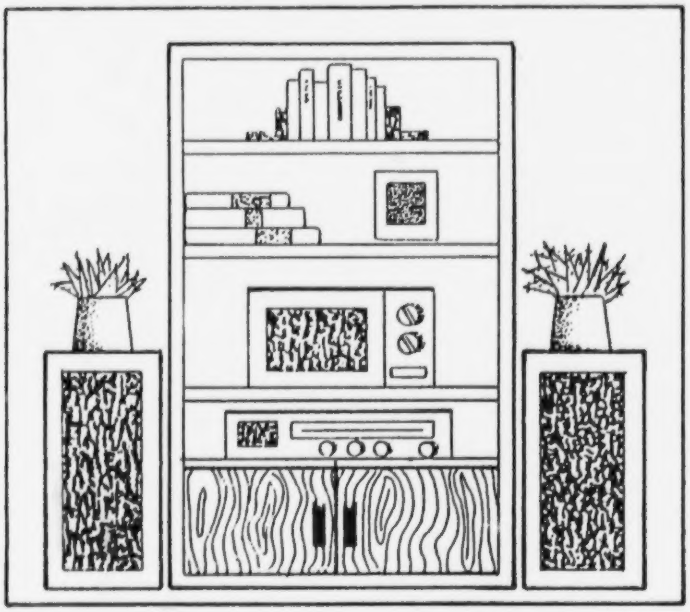




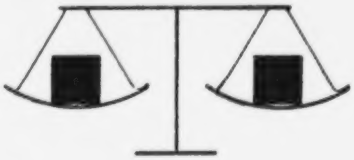
PRINCIPLES OF DESIGN

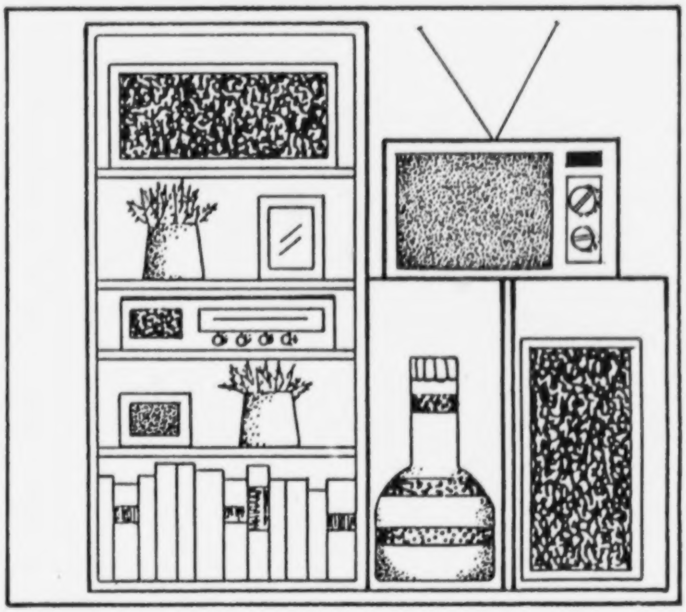
BALANCE:

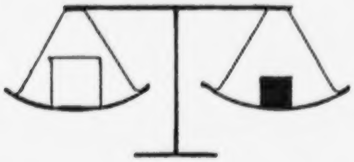
Sense of Weight Equilibrium



Formal Balance–
Bisymmetrical



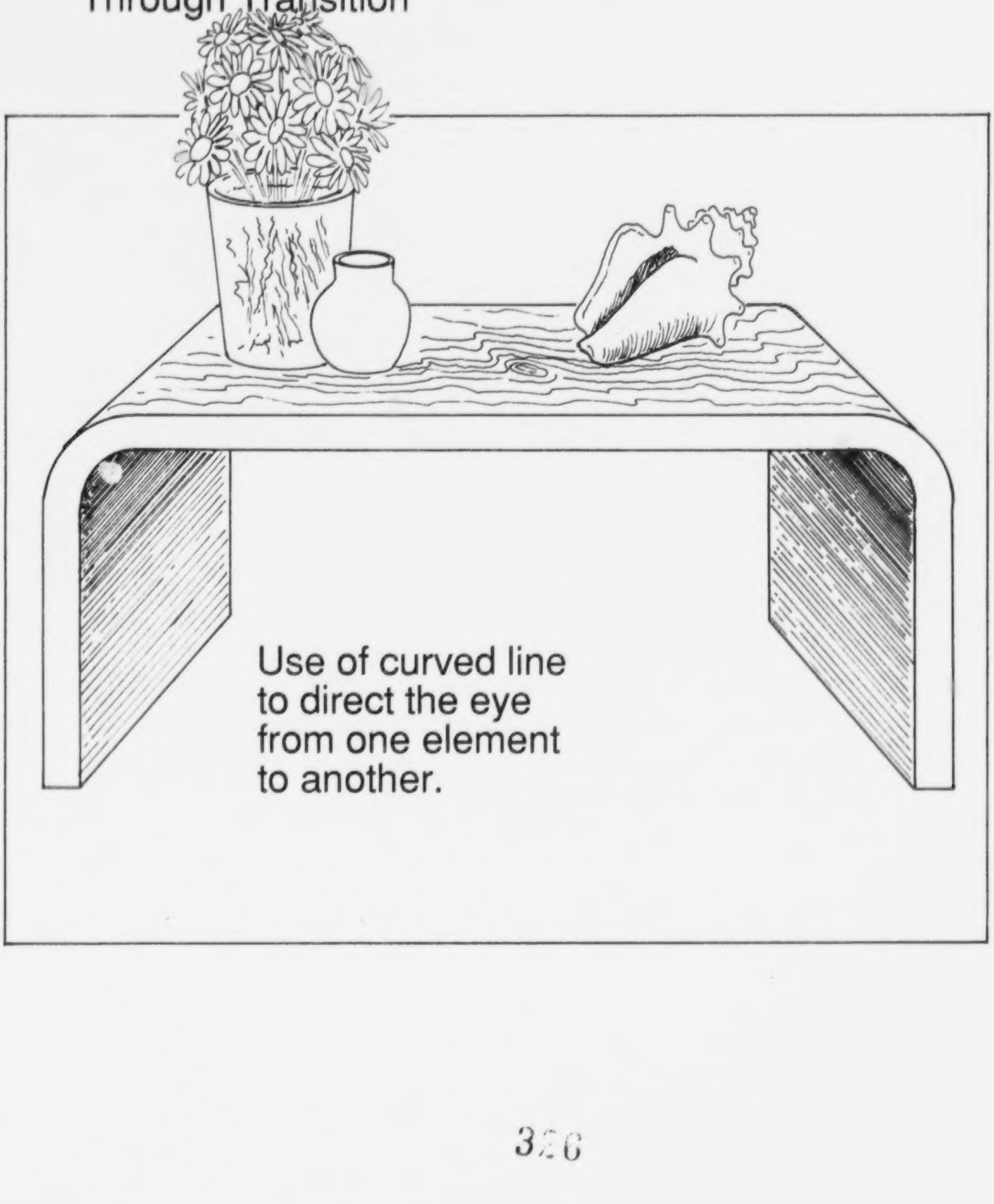




Informal Balance–
Asymmetrical

PRINCIPLES OF DESIGN

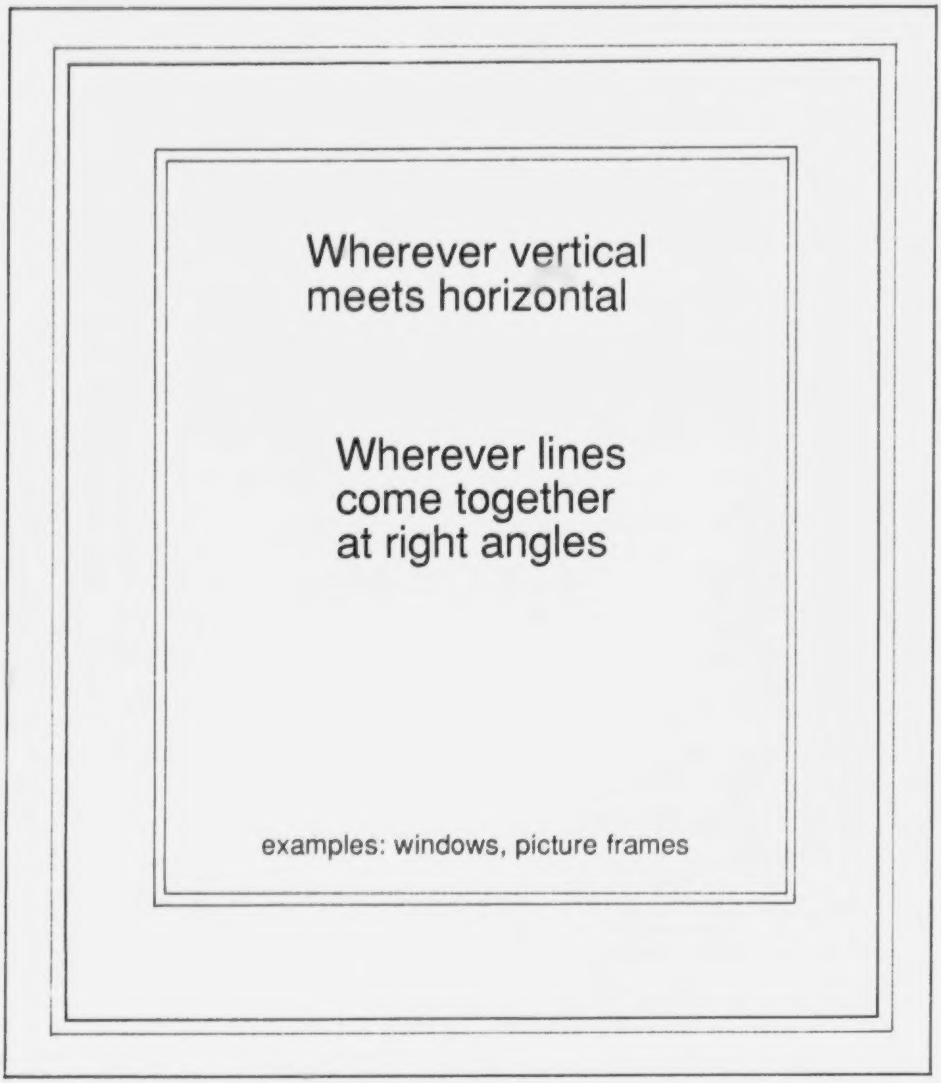
RHYTHM:
Through Transition



Use of curved line
to direct the eye
from one element
to another.

PRINCIPLES OF DESIGN

RHYTHM:
Through Opposition



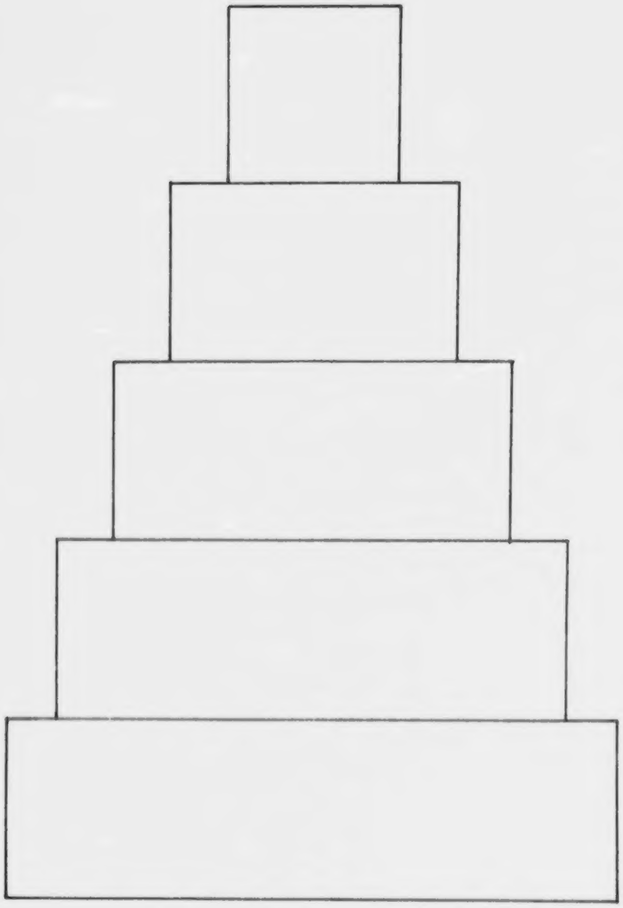
Wherever vertical
meets horizontal

Wherever lines
come together
at right angles

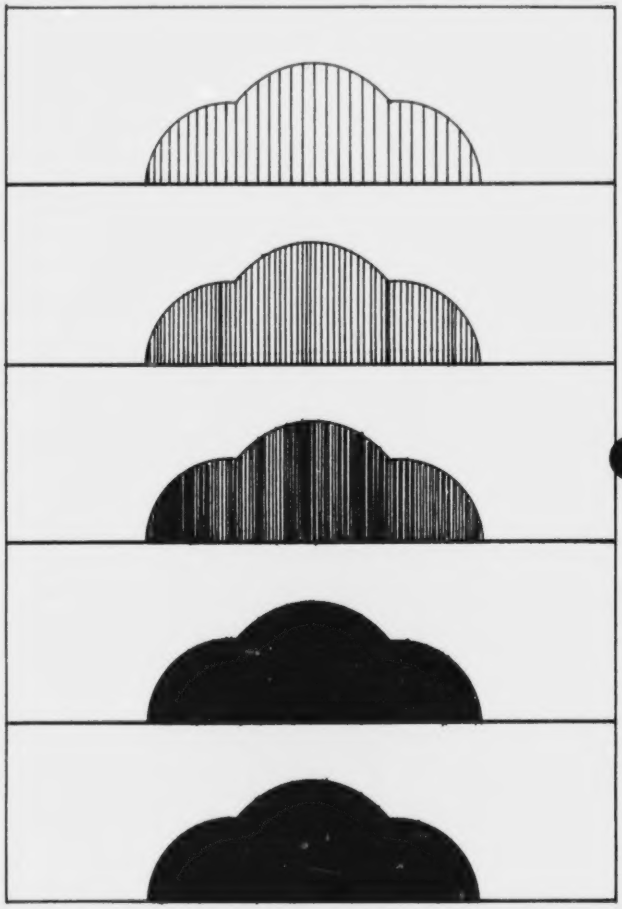
examples: windows, picture frames

PRINCIPLES OF DESIGN

RHYTHM:
Through Gradation



succession in size
(large-small)

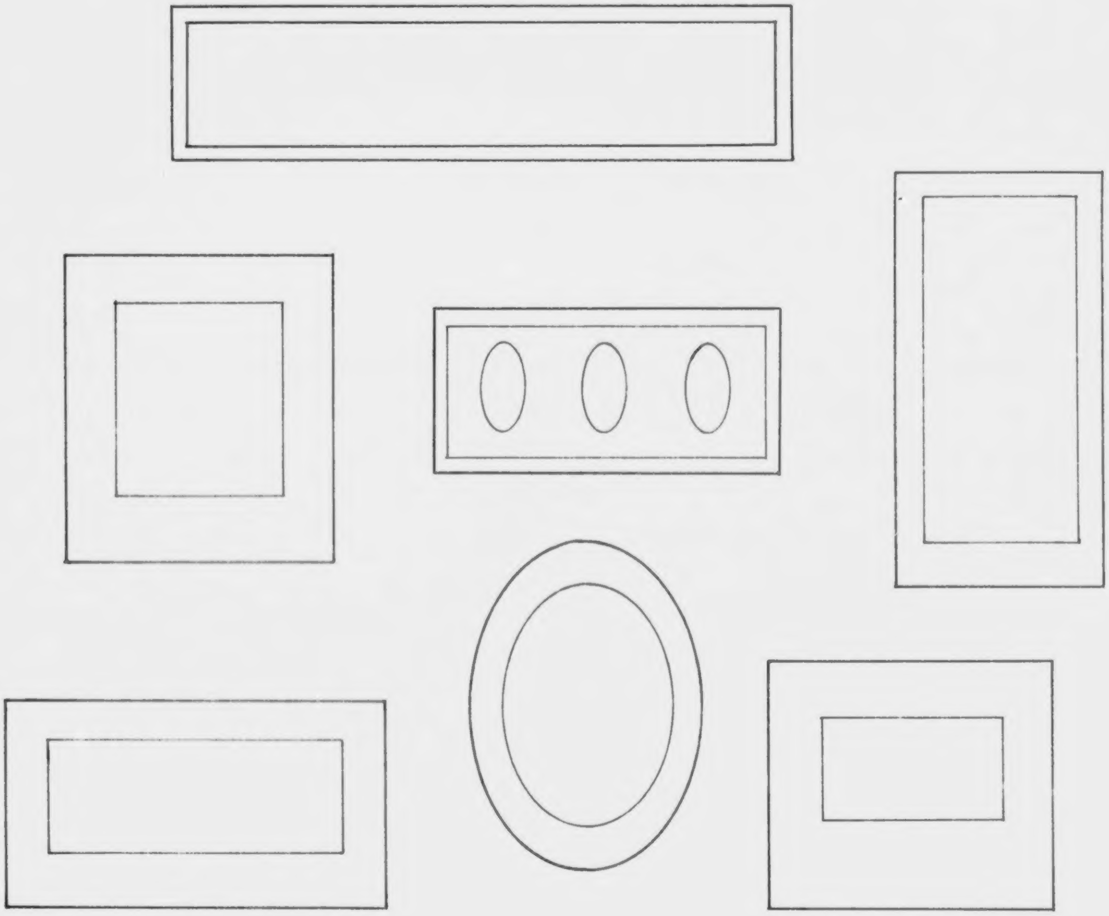


succession in color
(light-dark)

PRINCIPLES OF DESIGN

RHYTHM:

Through Repetition (Related Movement)



Create rhythm by repeating:
- form
- color
- texture
- line

example: repetition in accessories

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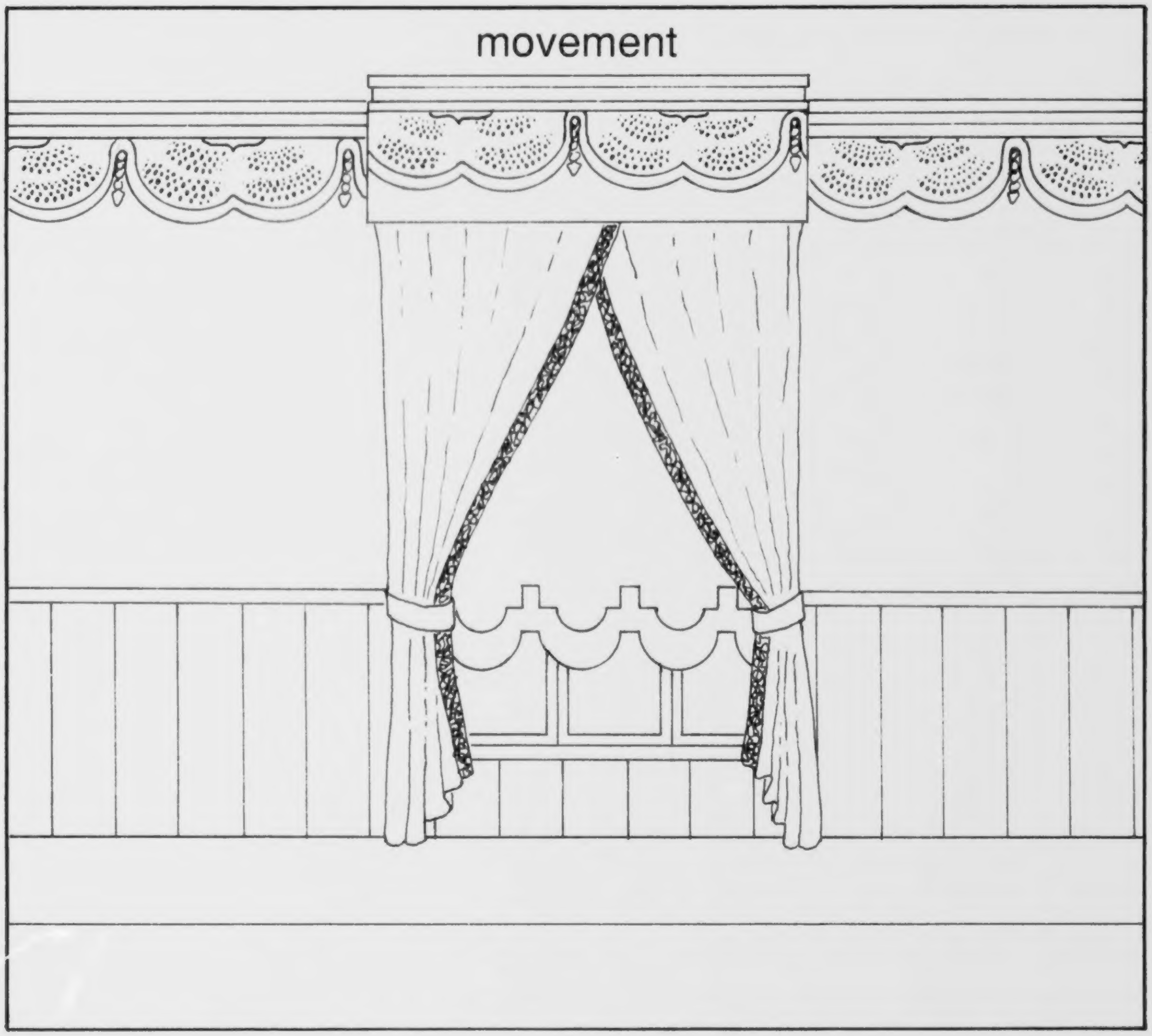
PRINCIPLES OF DESIGN

RHYTHM:

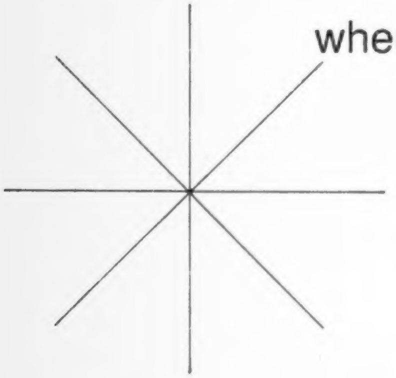
Through Continuous Line



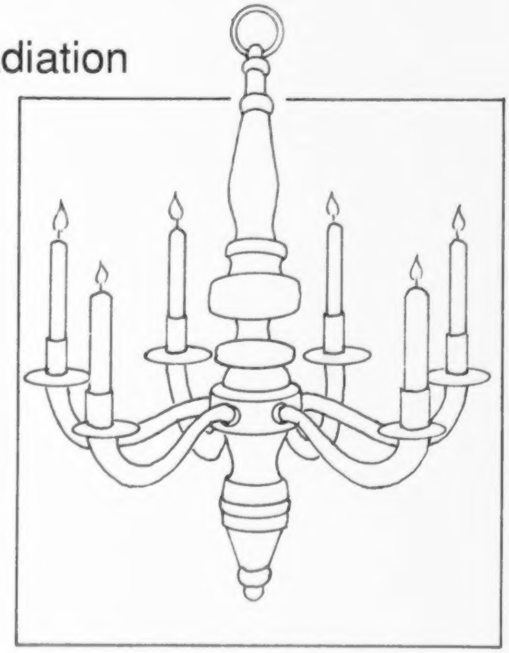
PRINCIPLES OF DESIGN

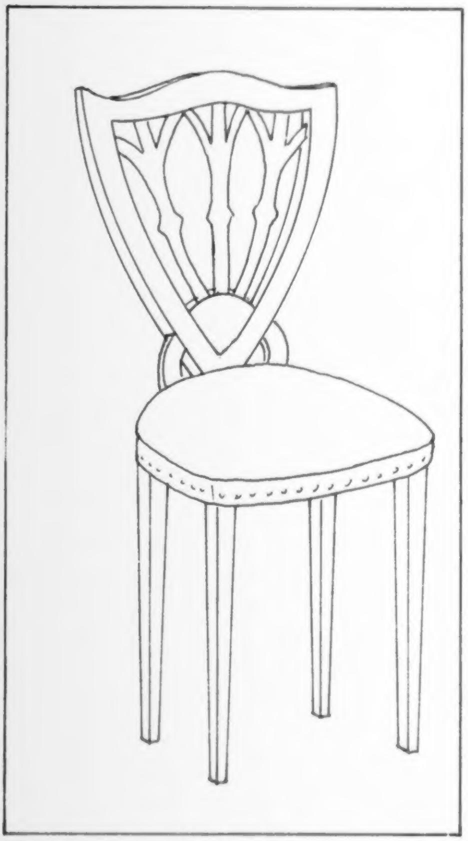
RHYTHM:

Through Radiation

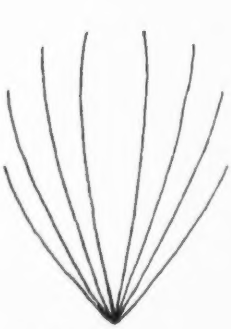


wheel radiation





Radiation:
extending outward
from a central axis

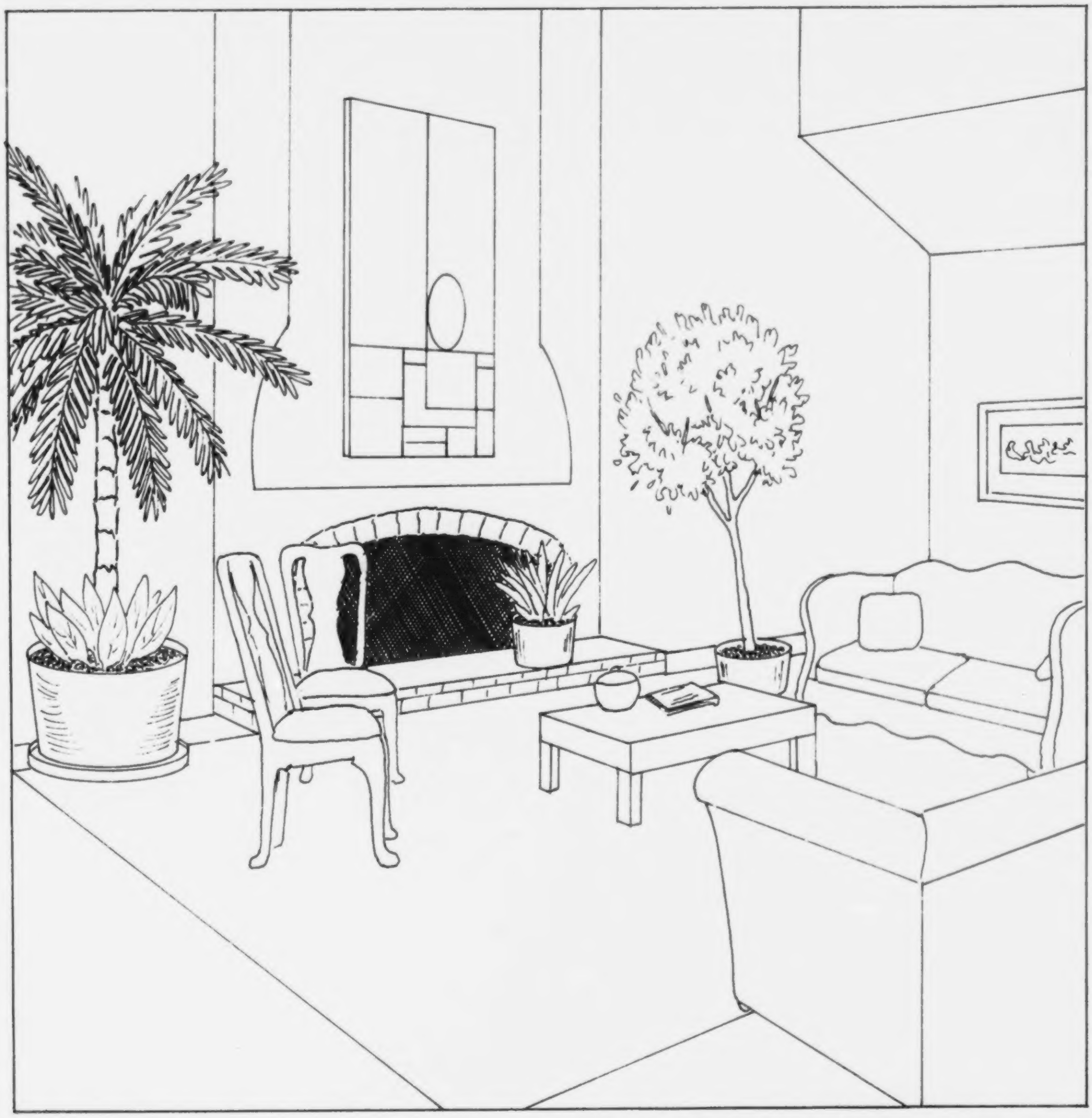


bush radiation

PRINCIPLES OF DESIGN

EMPHASIS:

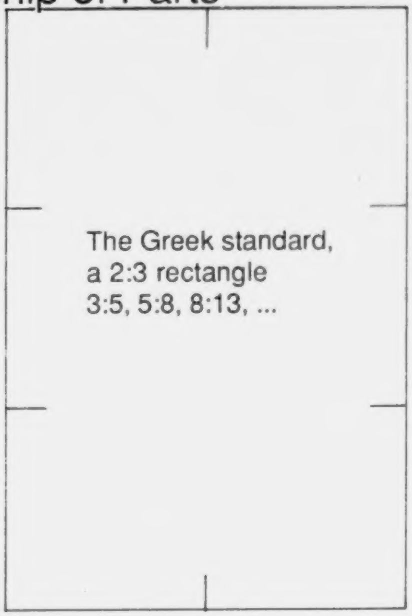
The Focal Point–The Center of Interest



Emphasis achieved through
- color contrast
- arrangement
- repetition

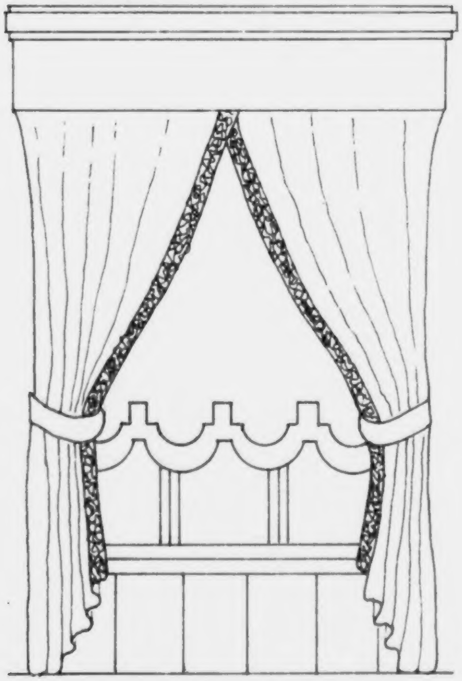
PRINCIPLES OF DESIGN

PROPORTION:
The Relationship of Parts

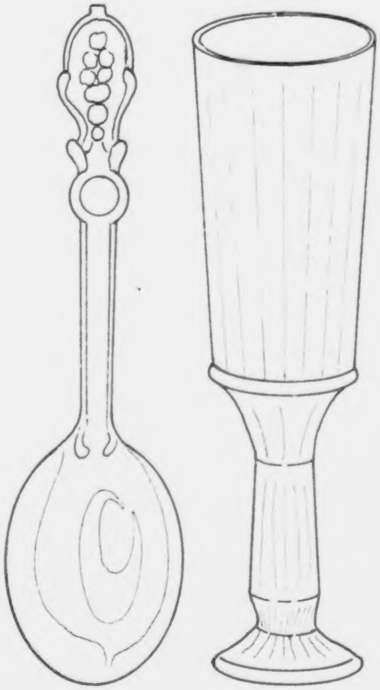


The Greek standard,
a 2:3 rectangle
3:5, 5:8, 8:13, ...

Example in home decorating



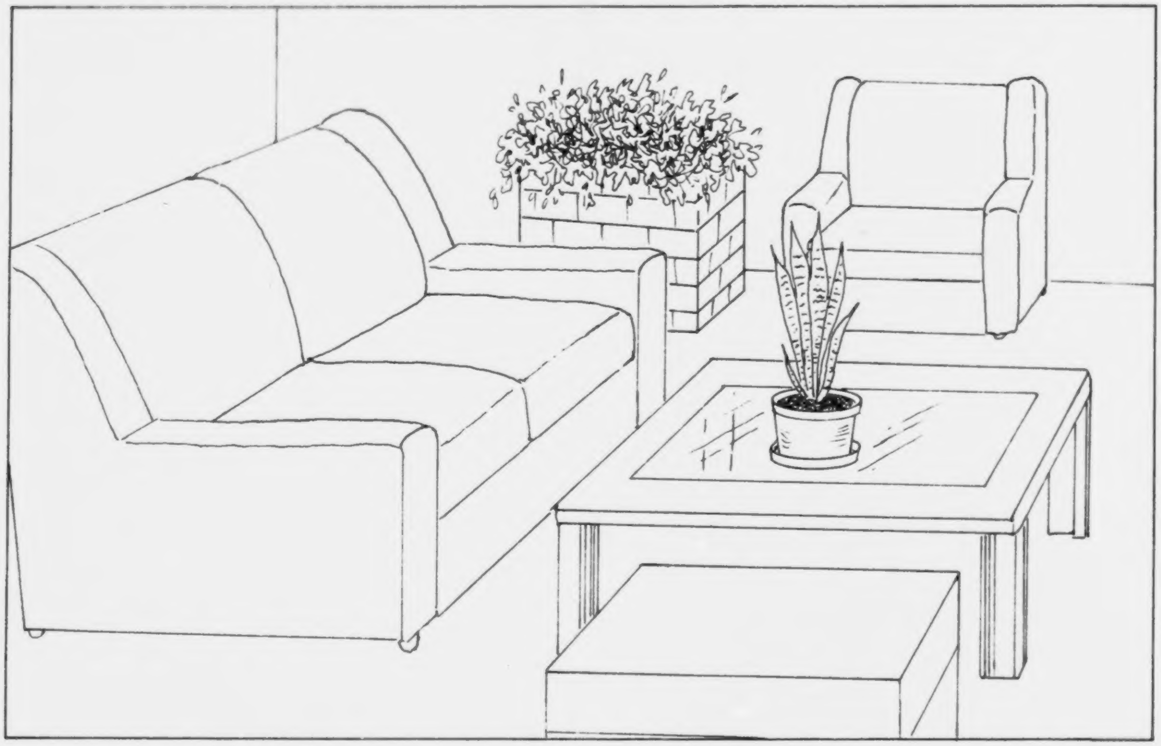
Examples in tableware



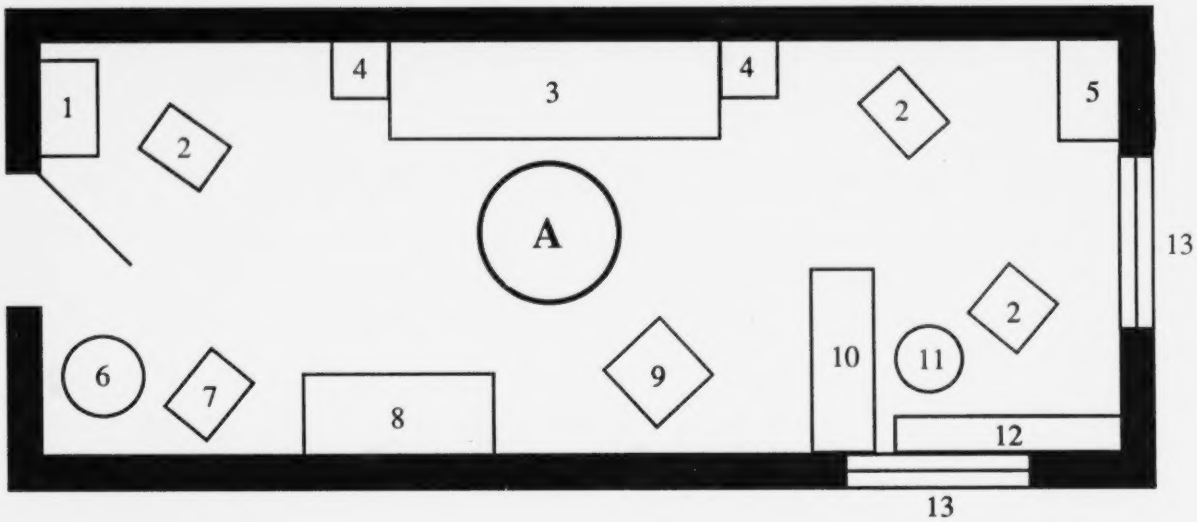
PRINCIPLES OF DESIGN

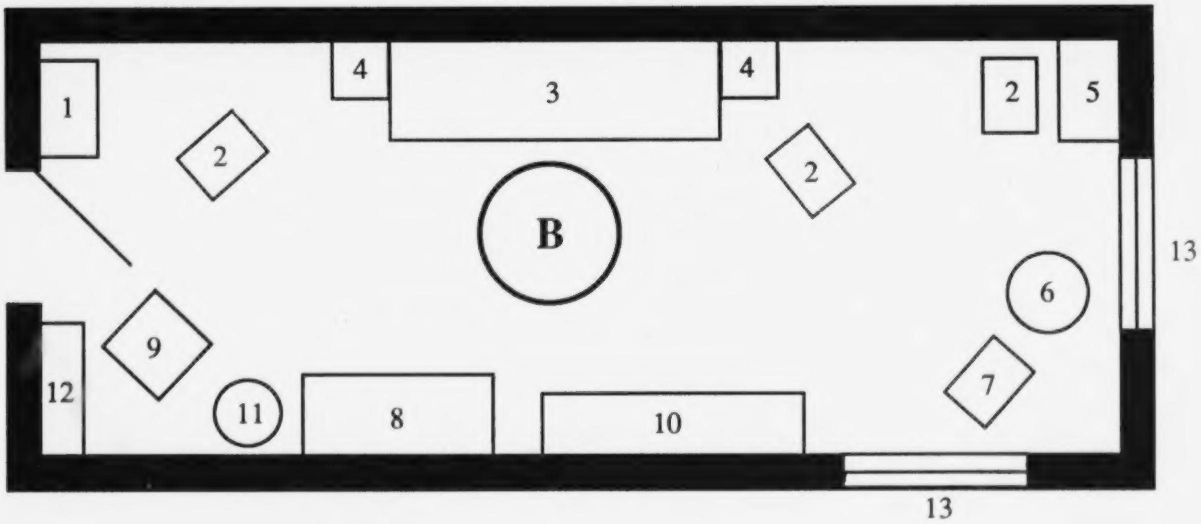
UNITY:

Unity Through Line, Shape, Texture, Style, Color



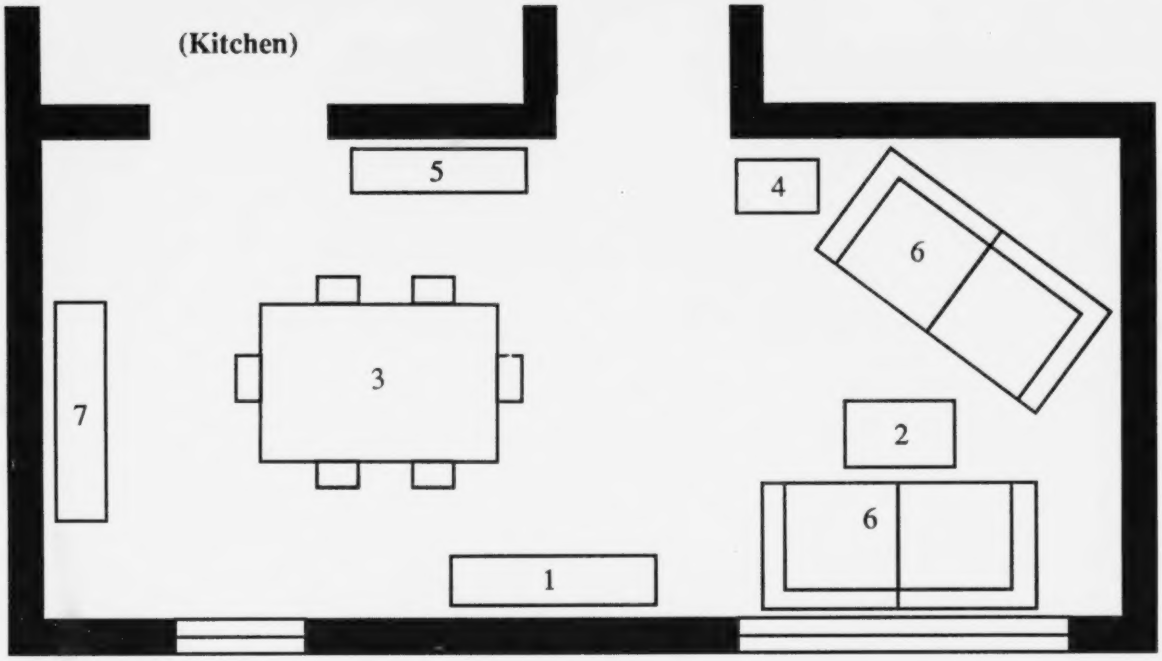
VARIATIONS IN FURNITURE ARRANGEMENTS

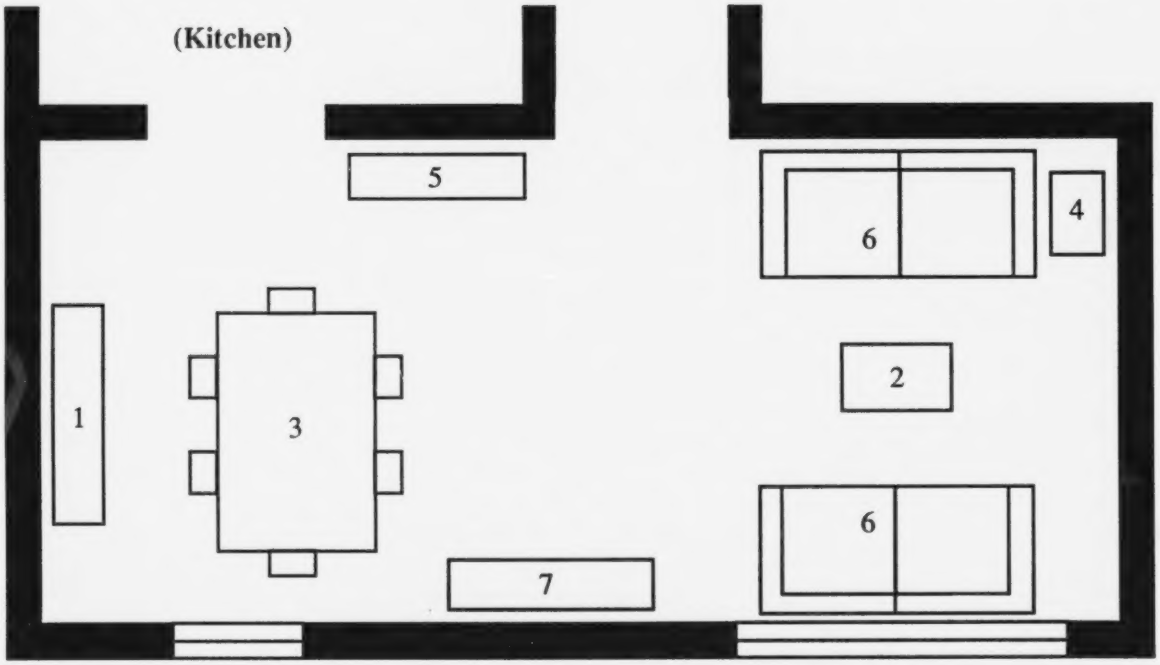

A
1
2
4
3
4
2
5
13
10
11
2
6
7
8
9
12
13


B
1
2
4
3
4
2
2
5
13
6
9
12
11
8
10
7
13

1. Console and mirror
2. Chair
3. Sofa (90")
4. End table
5. Desk
6. Table
7. Wing chair
8. TV/stereo system
9. Lounge
10. Long low chest
11. Lamp
12. Books
13. Window

FURNITURE ARRANGEMENT


(Kitchen)
5
4
6
3
7
2
6
1


(Kitchen)
5
6
4
1
3
2
6
7

1. Buffet
2. Coffee Table
3. Dining Table and Chairs
4. End Table
5. Serving Cart
6. Sofa
7. Stereo System

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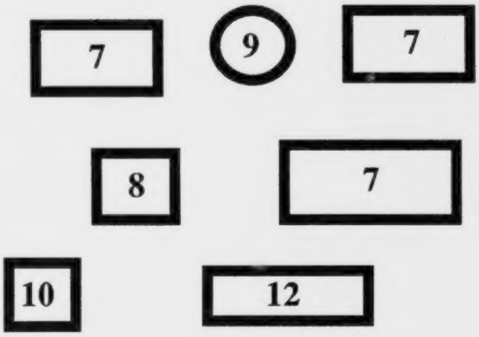
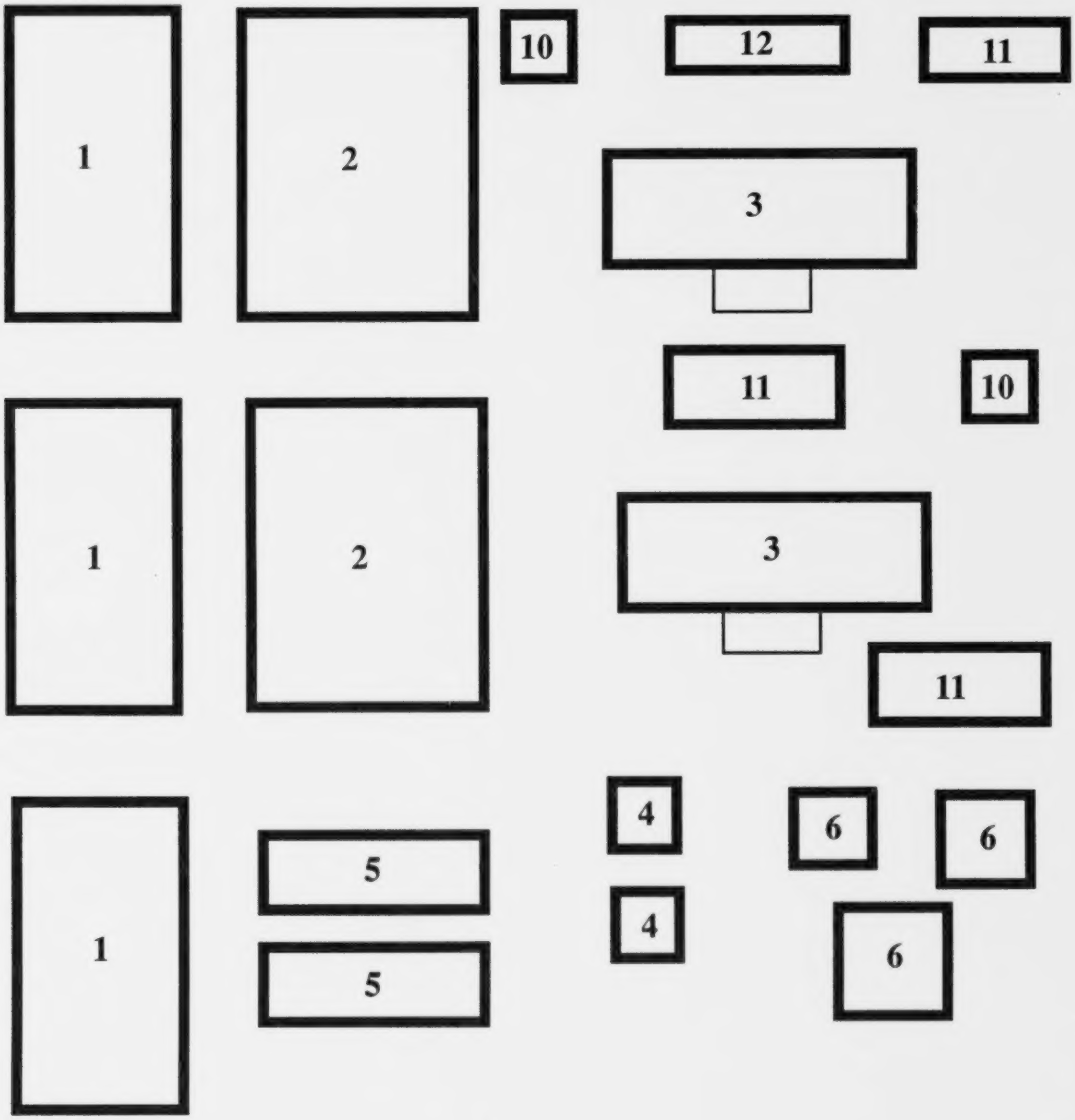
FURNITURE CUT-OUTS

1. Twin Beds
2. Double Beds
3. Desk with chair
4. Straight chair
5. Dresser
6. Arm chairs
7. Stereo
8. T.V.
9. Stool
10. Tables
11. Chests
12. Bookcases




1
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12
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11
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1
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11
1
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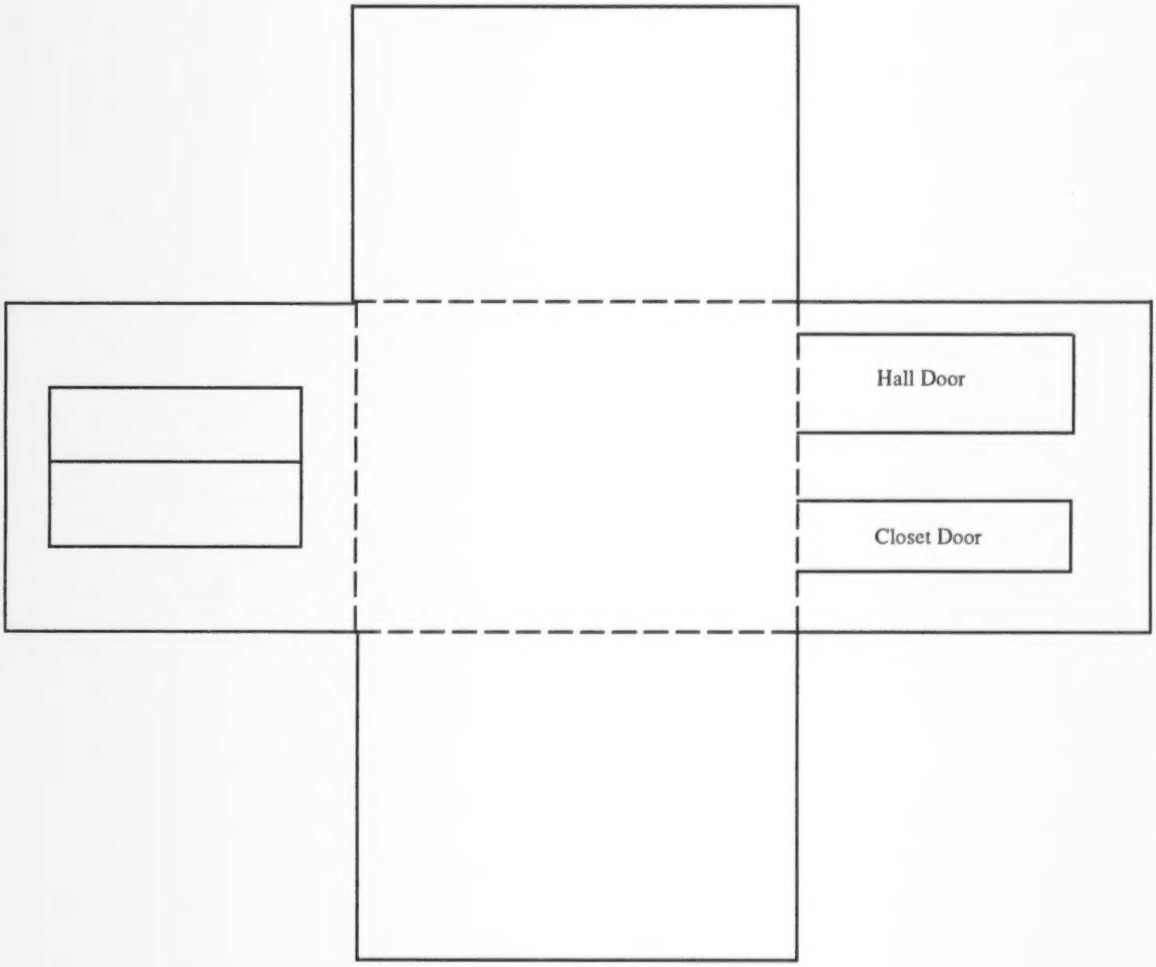
5
4
6
6
4
6

SMALL BEDROOM
Furniture Arrangement

Jane is planning to redecorate her bedroom this summer. It is a small room and only a minimum amount of furniture can be used. One of her big problems is to arrange her furniture so as to make it most convenient and comfortable to use, yet look attractive and well balanced.

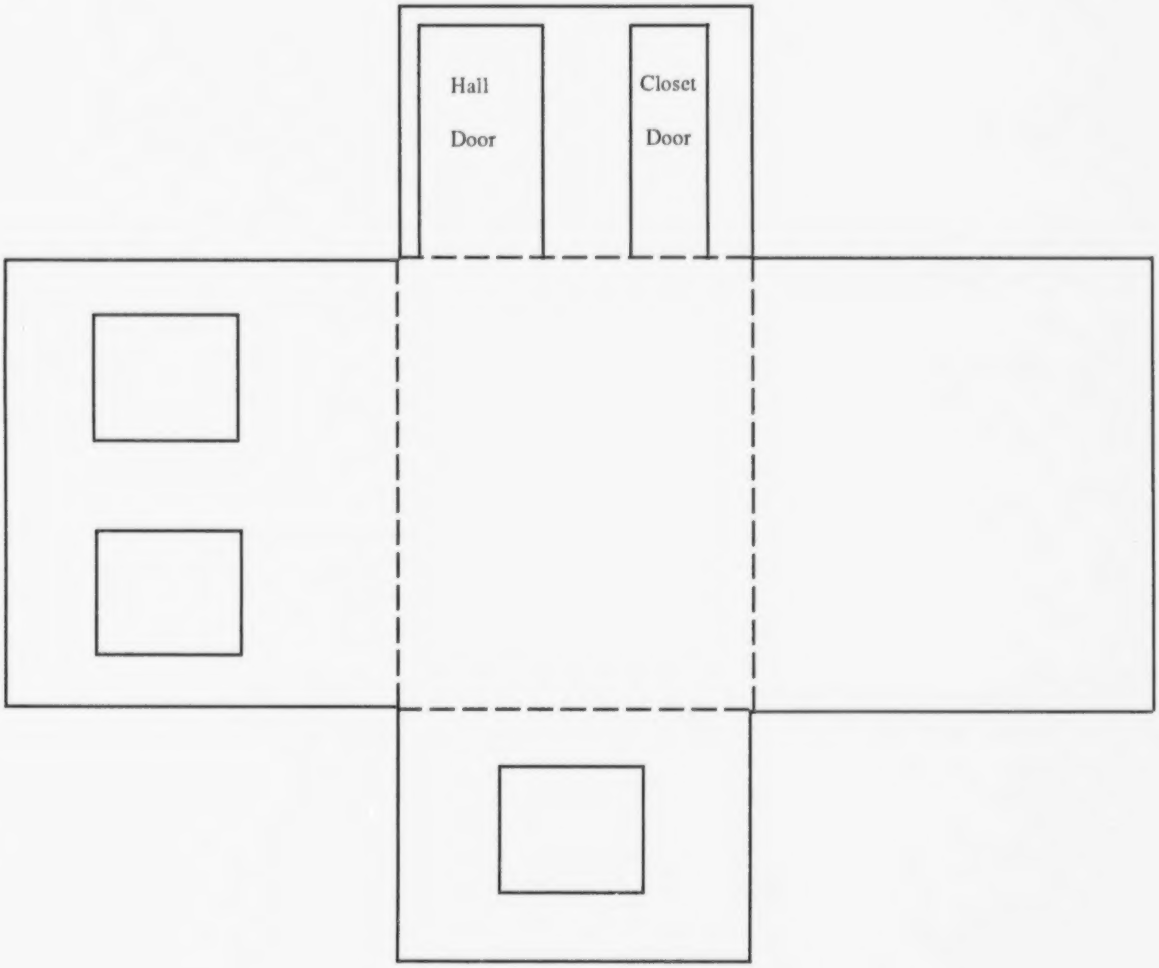
Perhaps you can suggest a suitable arrangement in the sketch below. She has a double bed, a dresser and a desk. If she bought a new chair would she have room for it? If so, where?

Directions: Cut out furniture and try various arrangements in the room. When satisfied with your arrangement paste cut-outs in place. Put your name on the back.



MEDIUM BEDROOM
Furniture Arrangement

John is so happy. His family is moving into a new house. He will have a bedroom all to himself. He has decided on an analogous color scheme using red, red-orange, and red-violet. He plans to buy all new furniture, very modern in design.
What pieces of furniture would you suggest for him and how would you arrange the furniture in his room?
Directions: Cut out furniture, and try various arrangements in the room. When satisfied with your arrangement, paste cut-outs in place. Put your name on the back.



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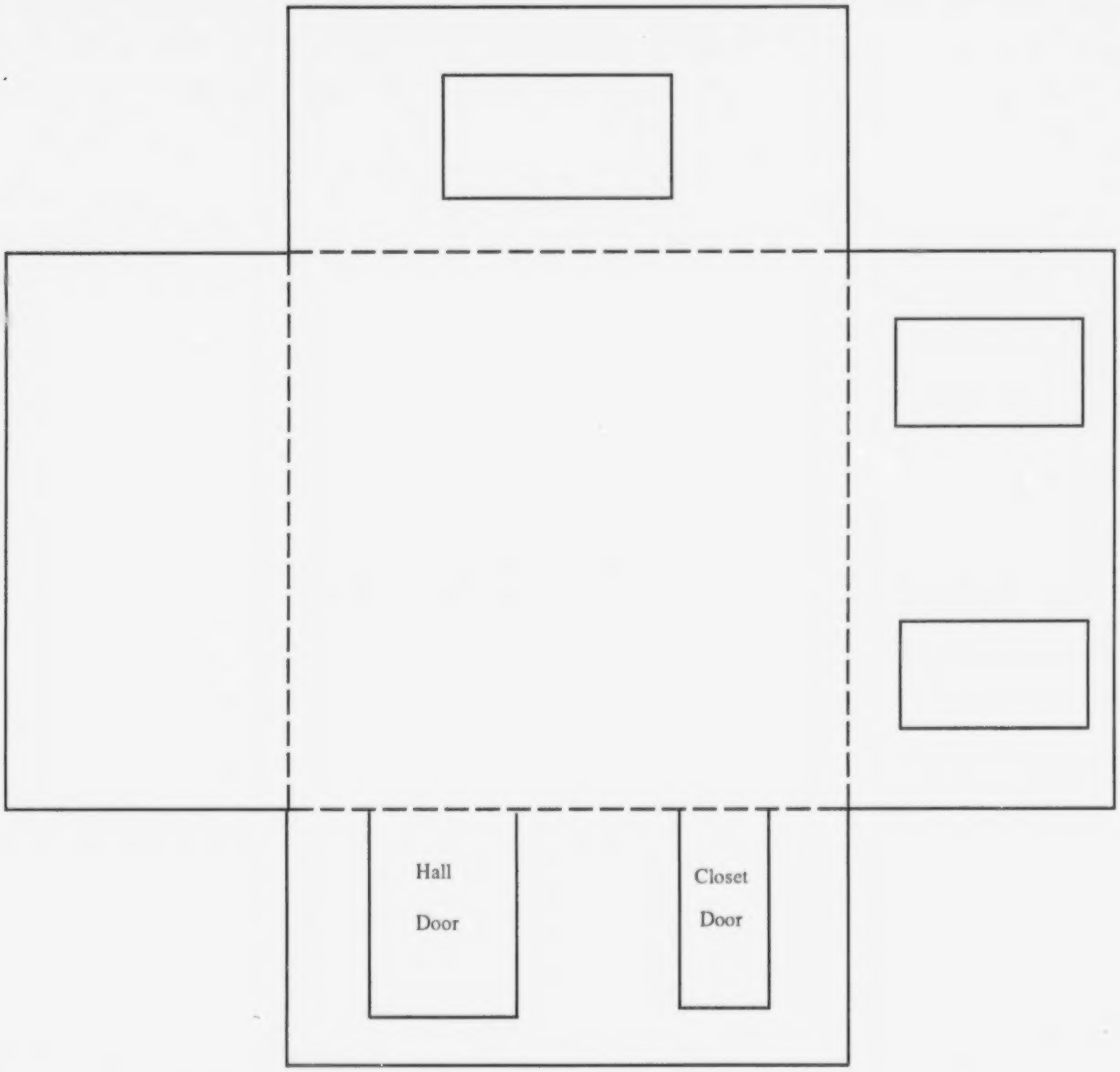
LARGE BEDROOM
Furniture Arrangement

Sherry and Nancy are sisters who share a room. Sherry is 14 and just loves the latest hit records. Her record collection is one of her prized possessions. Nancy is 12 and is very studious. She likes to read and spends much of her leisure time on her stamp collection.

Their room is quite large. Plan a good furniture arrangement to meet the needs of each..sleep, study, dress and leisure activities.

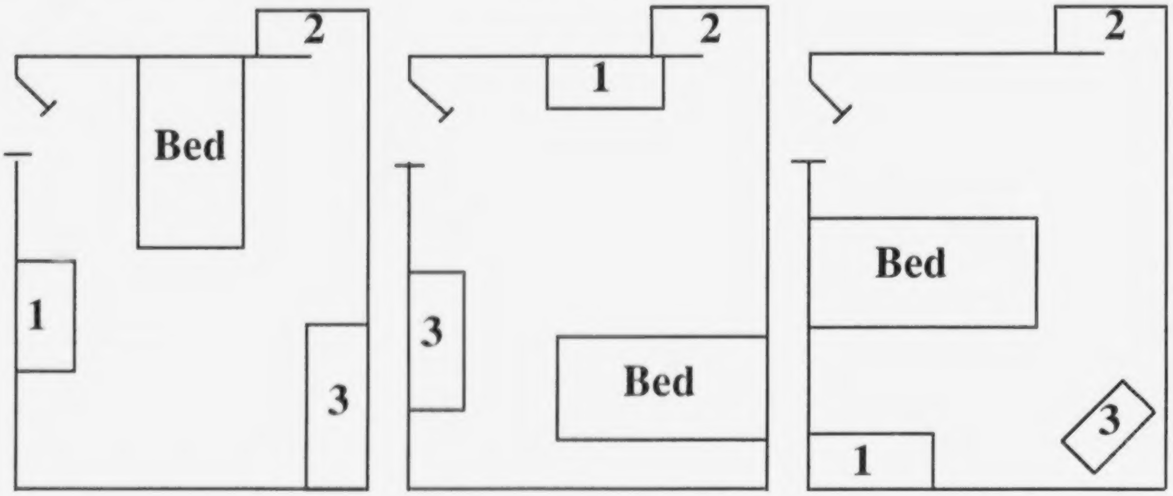
Directions: Cut out furniture and try various arrangements in the room. When satisfied with your arrangement, paste cut-outs in place. Put your name on the back.



FURNITURE ARRANGEMENT-TRAFFIC PATTERN

Problem: Pretend you are in each of these rooms dressing for school in the morning. Draw lines where you would walk. Draw one line for each time you would walk from one place to another; indicate with arrows the directions. Use a different color pencil for each line.

Dresser (1)	Closet (2)	Desk (3)
pajamas	dresses	books
undergarments	skirts	school notes
hose	blouses	pencils/pens
scarves	coat	
cosmetics	shoes	
socks	jeans	
t-shirts	slacks	
	shorts	



1. Which arrangement is best? Why?

2. Which is the poorest arrangement? Why?

LOCATE INFORMATION ON APPLIANCE NAMEPLATE

Select an electrical appliance in the home or home economics laboratory. Locate its nameplate.

1. What appliance did you select?

   Examples: Gas or electric range, refrigerator, washer, blender

2. Write all information given on the nameplate.

3. Explain how this information would be useful to a consumer.

4. What seal of approval did you find?

5. Was the seal of approval difficult to locate? Why or why not?

COMPARE APPLIANCES

1. If a person had an apartment of his or her own, what appliances would be needed? List the items below.

   (NOTE: Consider both major and small appliances.)

2. Visit a local appliance store or use a mail-order catalog to obtain prices of desired appliances.

Item	Cost

3. What is the total cost?

4. What is the recommended care/cleaning for the appliance?

5. Is special installation needed before the appliance can be used?

6. Select one appliance of interest or one you would like to own.
   Examples: Refrigerator, electric typewriter, sewing machine.

7. Check some recent issues of *Consumer Reports* and *Consumer Bulletin* for reports of tests of appliances.

a. What factors were considered in rating the appliance?

b. What tests were used?

c. What brands and models were given top ratings?

8. If you were to buy the item, which brand and model would you buy?

9. What are the reasons for your choices?

FACTORS WHICH AFFECT SAFETY IN THE HOME

- MONEY
- TIME TO CHECK HAZARDS
- TIME TO REPAIR HAZARDS
- LACK OF ORGANIZATIONAL SKILLS
- LACK OF KNOWLEDGE TO RECOGNIZE OR REPAIR HAZARDS
- VARIOUS AGES OF FAMILY MEMBERS
- COOPERATION OF FAMILY MEMBERS
- PETS IN THE HOME
- PHYSICAL HANDICAPS OF FAMILY MEMBERS

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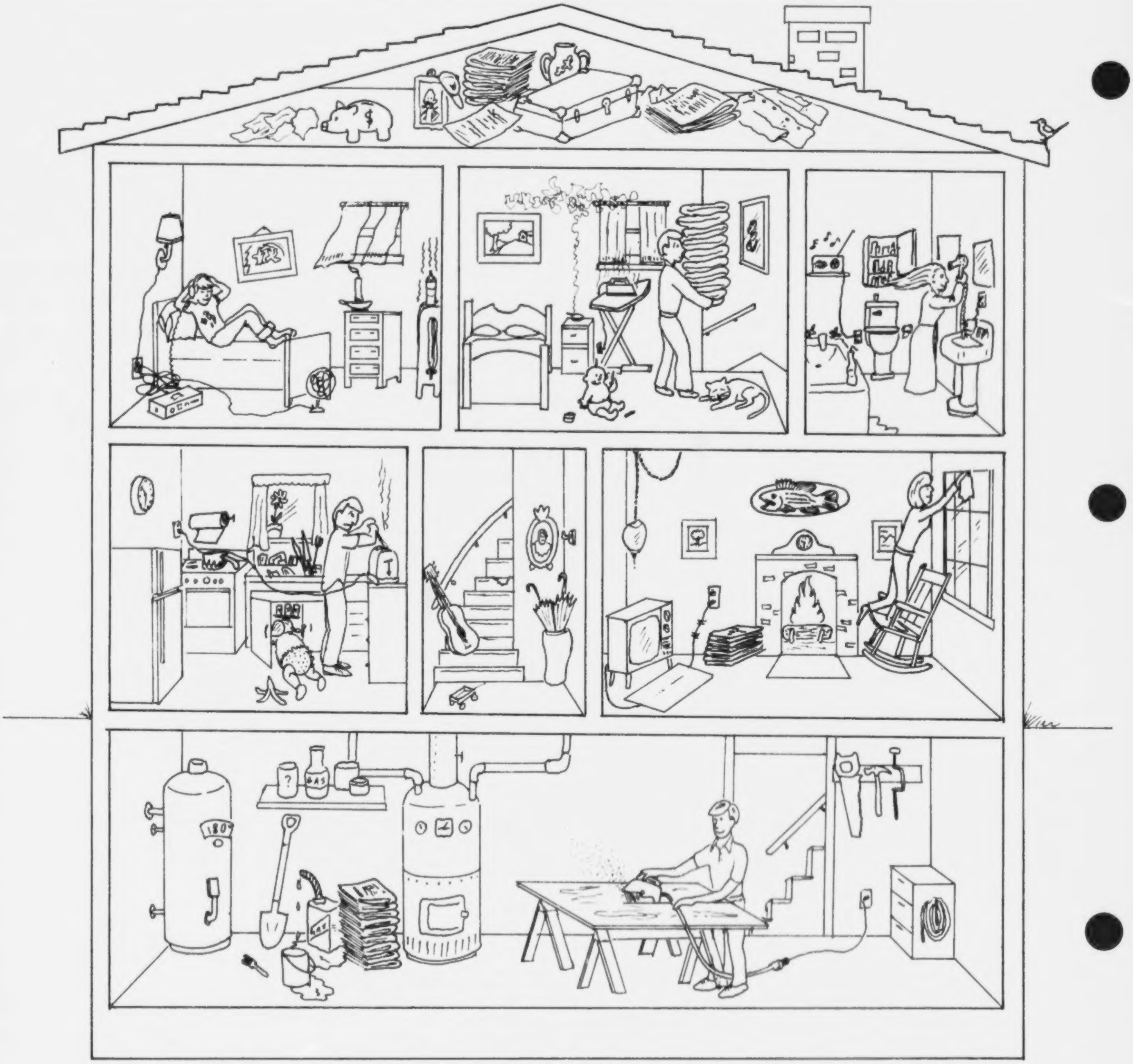
IS THIS HOME SAFE?

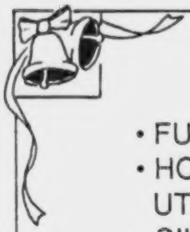


There are 31 dangerous safety goofs going on here.
Can you spot them?

HOW MANY SAFETY GOOFS DID YOU FIND?

1. Stacks of newspapers, rags, and old junk are stored in the attic. These are a real fire hazard because all of them burn quickly and easily. Household rags may have polish or wax on them, and if stored in a confined place like an attic, can be the start of a spontaneous combustion.
2. Electrical outlets are overloaded. Too many things plugged into one circuit with an "octopus" connection can cause wires to overheat and start a fire. How do you know if a circuit is overloaded? Figure out the number of watts available on the circuit: multiply the voltage in the home, usually 120, by the amps that circuit has, usually 15 volt breaker panel. The combined wattage of the appliances used on the circuit should never be more than the total.
3. Candles are burning too close to curtains.
4. An aerosol can is on the radiator. Excessive heat can cause aerosol cans to explode; store them in a cool place.
5. Person is carrying a load that blocks his/her view. Instead, divide the load and make two or three trips.
6. Cigarette is left unattended, and matches are left on the table.
7. Iron is left plugged in with sole plate, the hot part, down on the ironing board. Never leave an iron on or plugged in after you've finished using it, especially in a room with a small child.
8. Cosmetics are left where a child can play with them. Even the most innocent looking product can be harmful if eaten by a child.
9. Blow dryer is used above a sink filled with water. One can be electrocuted if it falls into the water, even if it's plugged in and not turned on.
10. Prescriptions or over-the-counter drugs are left lying around. Store medicine out of reach of children. Never leave medicine lying around where it might be mistaken for candy. Discard any leftover prescription drugs immediately.
11. A glass bottle is on the tub. Anything made of glass is a hazard near the tub since it is easy to shatter and the body is unprotected.
12. A radio is on a shelf near the bathtub. Never place a radio where it could fall into water or where one could touch it if he/she is in water.
13. The fireplace has no screen to shield the room from sparks.
14. Magazines are stacked too close to the fireplace.
15. The T.V. has a frayed cord. Frayed cords can cause short circuits, fires, and shocks.
16. An electrical cord is running under a rug. Friction from the rug could make the insulation on the cord wear out. The rug also hides the damage until it's too late.
17. A chair is used as a step stool. Standing on anything other than a stool or ladder designed for the purpose can result in a fall.
18. Junk is piled in the stairwell.
19. Carpeting on the stairs is torn.
20. Knives are pointing up in the dish drainer. Point knives down, or dry them immediately and put them away.
21. A pot on burner has the handle turned out. Turn pot handles in but never over another hot burner.
22. Electrical cord is too close to a burner.
23. A fork is used to get toast from a plugged in toaster. This can cause a shock. Unplug the toaster first.
24. Household cleaner and other poisonous chemicals are stored under the sink where a child could reach them.
25. A banana peel is on the floor. Wipe up spills immediately to prevent slipping.
26. Paper towels on the wall holder are too close to the stove.
27. A heavy-duty power tool is plugged into a thin ungrounded extension cord. Plug three-prong grounded plugs into grounded outlets only. Never remove the third prong; it is there for safety.
28. Newspapers and paint cans are stacked too close to the furnace. Throw out old newspapers, and store paint cans away from heat.
29. Gasoline is stored in a glass container, and paint remover is in a soda bottle. Keep gasoline in a safety bottle only. Keep paint remover and other chemicals in their original containers.
30. Water heater is set at 180°. Setting the water heater at 120° reduces the chances of being scalded in the shower and also saves energy.
31. A power tool is used without safety glasses.

FAMILY LIFE CYCLE



BEGINNING

- FURNITURE
- HOUSEHOLD UTENSILS
- SILVERWARE
- DISHES

EXPANDING

- BABY BED
- MATERNITY CLOTHES
- MEDICAL EXPENSES
- PLAY EQUIPMENT
- FURNITURE
- HOUSE OR LARGER APARTMENT
- CHILDREN'S CLOTHING
- FOOD
- SCHOOL SUPPLIES
- INSURANCE PREMIUMS

LAUNCHING

- EDUCATION EXPENSES
- CLOTHING
- FOOD
- WEDDING EXPENSES
- SAVINGS FOR RETIREMENT

$ MIDDLE AGE

- MEDICAL EXPENSES
- CARE OF PARENTS
- REPLACE HOUSEHOLD ITEMS
- INSURANCE PREMIUMS
- SAVINGS FOR RETIREMENT

OLD AGE

- RECREATION
- TRAVEL
- HOUSING
- UTILITIES
- FOOD
- MEDICAL CARE
- FUNERALS

SETTING PRIORITIES

A

PRIORITY

HIGH
VALUE

PRIMARY
CONCERN

B

PRIORITY

MEDIUM
VALUE

SECONDARY
IMPORTANCE

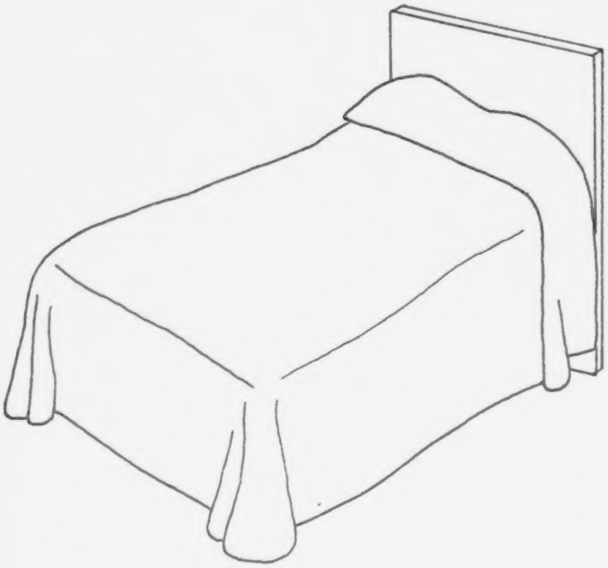
C

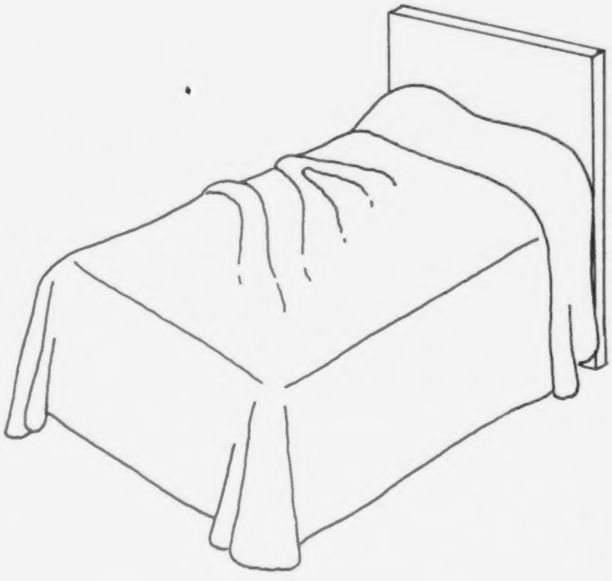
PRIORITY

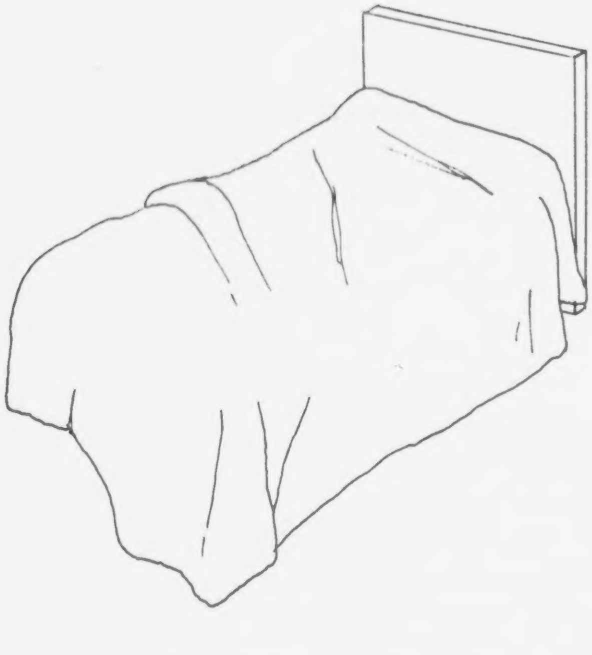
LOW
VALUE

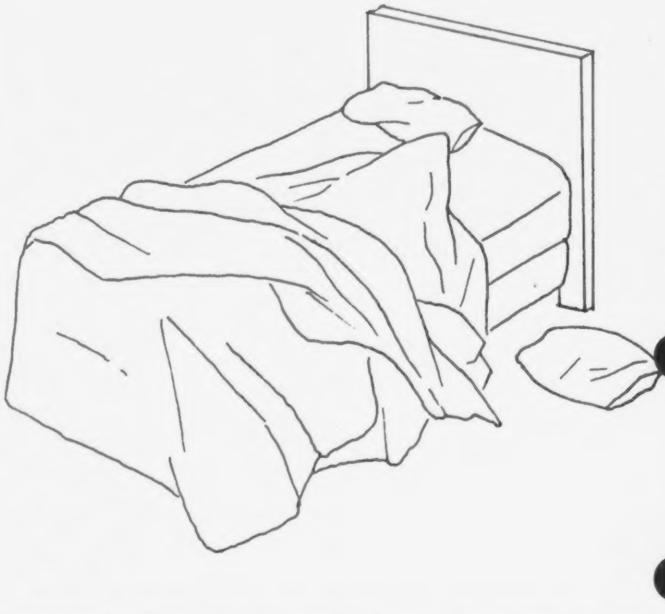
LEAST
IMPORTANT

BED MAKING STANDARDS

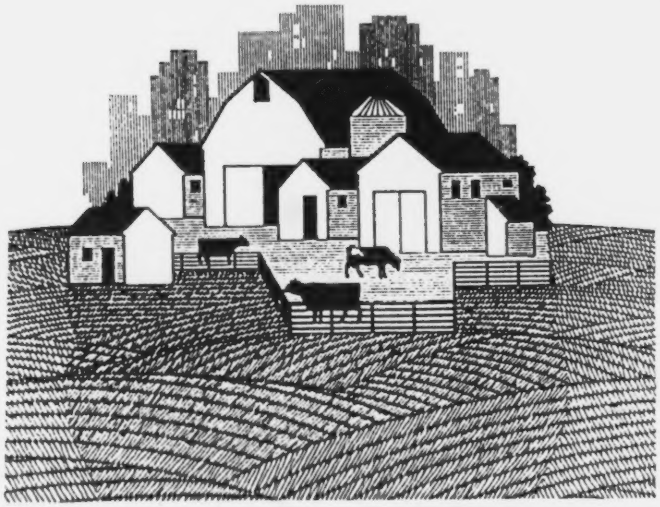








CATEGORIES OF RESOURCES



LAND/ENVIRONMENT

NATURAL SURROUNDINGS
SOCIAL ORGANIZATIONS
ECONOMIC INSTITUTIONS
POLITICAL INSTITUTIONS
COMMUNITY FACILITIES AND SERVICES

CAPITAL/ECONOMIC

MONEY INCOME
WEALTH
NON-MONEY INCOME

LABOR/HUMAN

SKILLS
ENERGY
TIME
KNOWLEDGE
ATTITUDES

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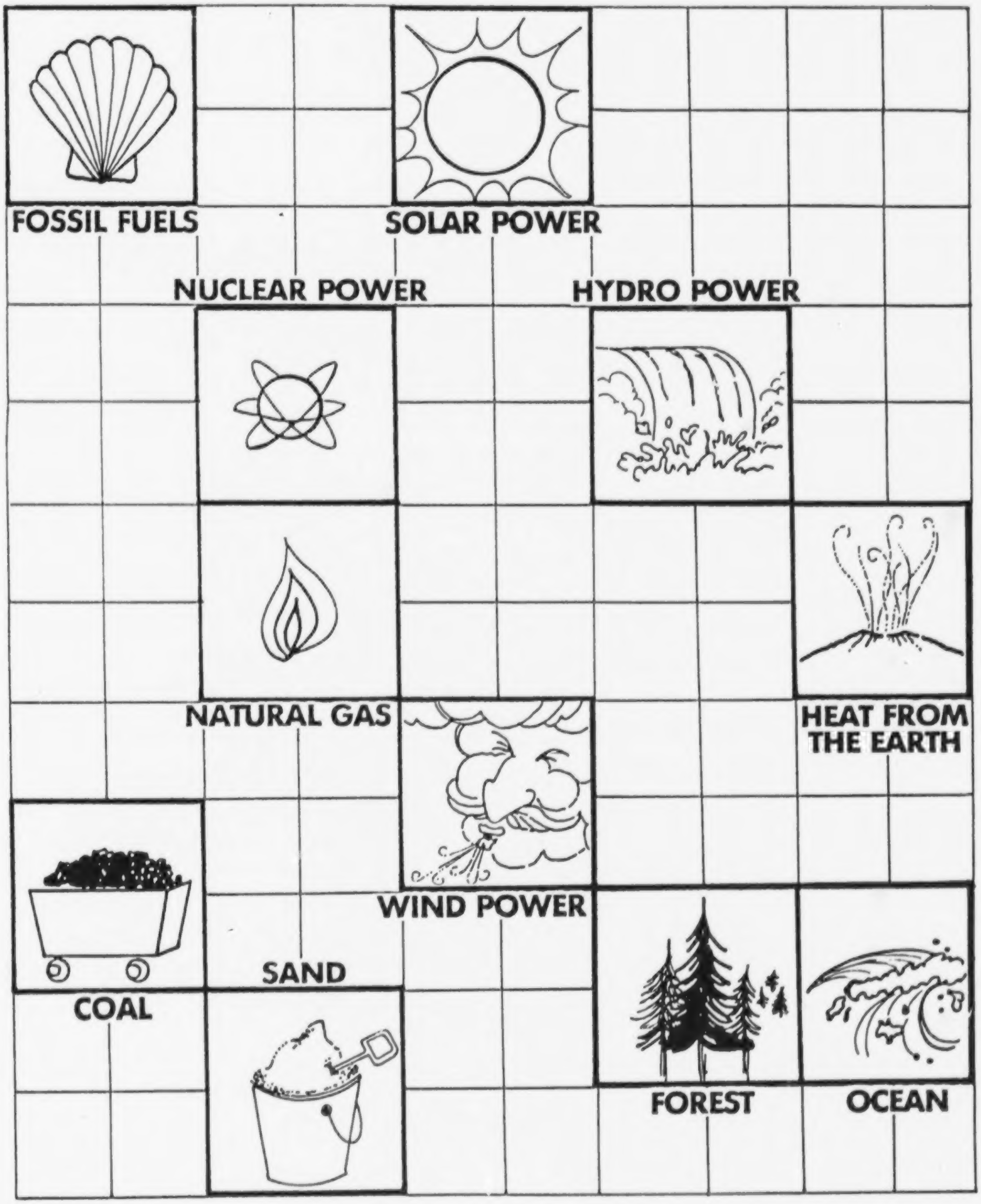
MY RESOURCES

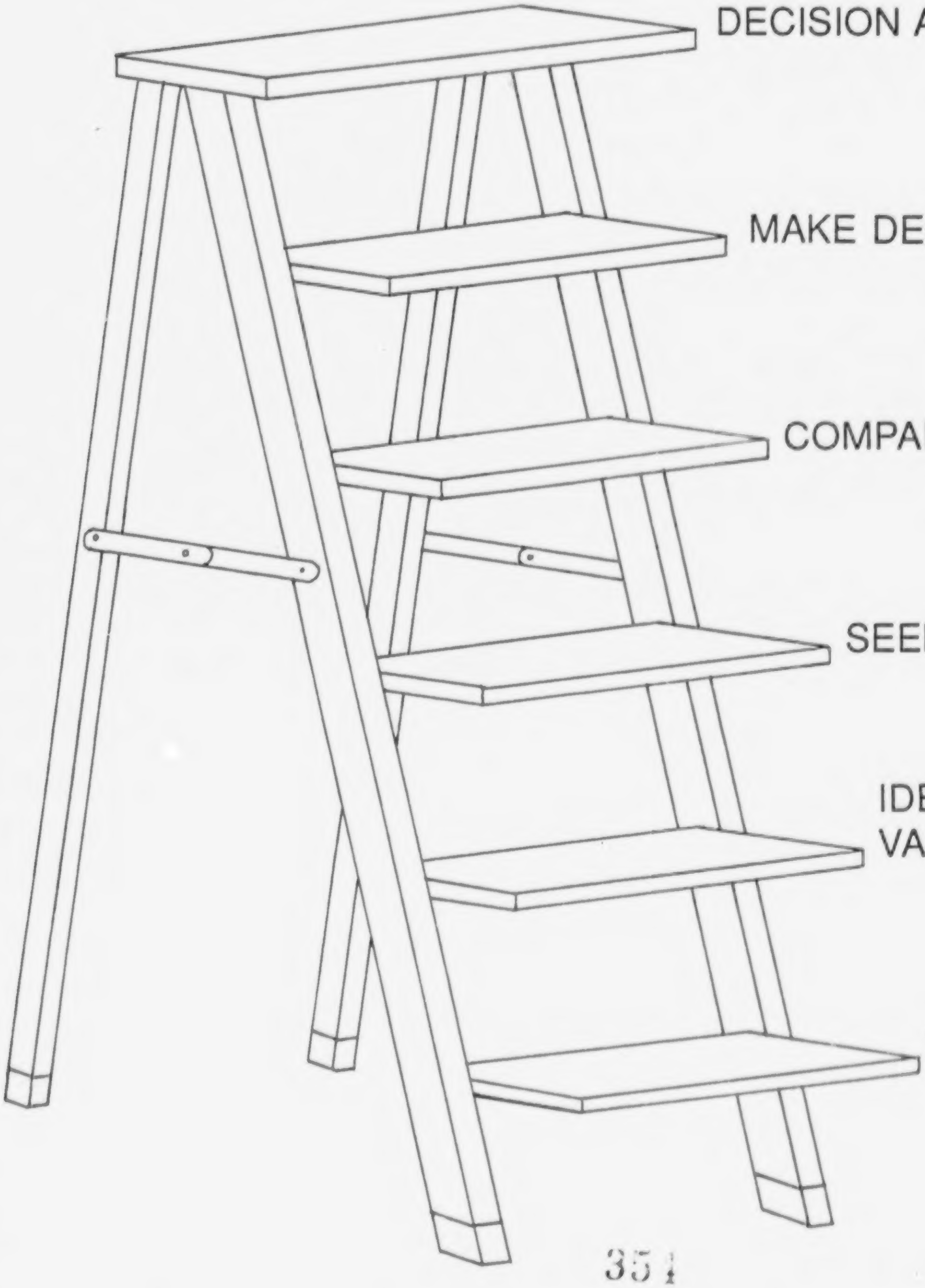
DIRECTIONS: Under each main topic list the resources you feel you have available at the present time. Circle the ones you would like to obtain or make better use of in the near future.

MONEY:	PAST EXPERIENCES:
TIME:	COMMUNITY FACILITIES:
ENERGY:	PRIVATE FACILITIES:
KNOWLEDGE:	SKILLS:
ATTITUDES:	AVAILABLE GOODS AND SERVICES:
TALENTS AND INTERESTS:	INSURANCE:
THOUGHTS AND FEELINGS:	OTHERS:
ABILITIES:	

ENERGY SOURCES


FOSSIL FUELS
SOLAR POWER
NUCLEAR POWER
HYDRO POWER
NATURAL GAS
HEAT FROM THE EARTH
WIND POWER
SAND
COAL
FOREST
OCEAN

STEPS TO DECISION MAKING



ACCEPT RESPONSIBILITY FOR DECISION AND EVALUATE

MAKE DECISION

COMPARE ALTERNATIVES

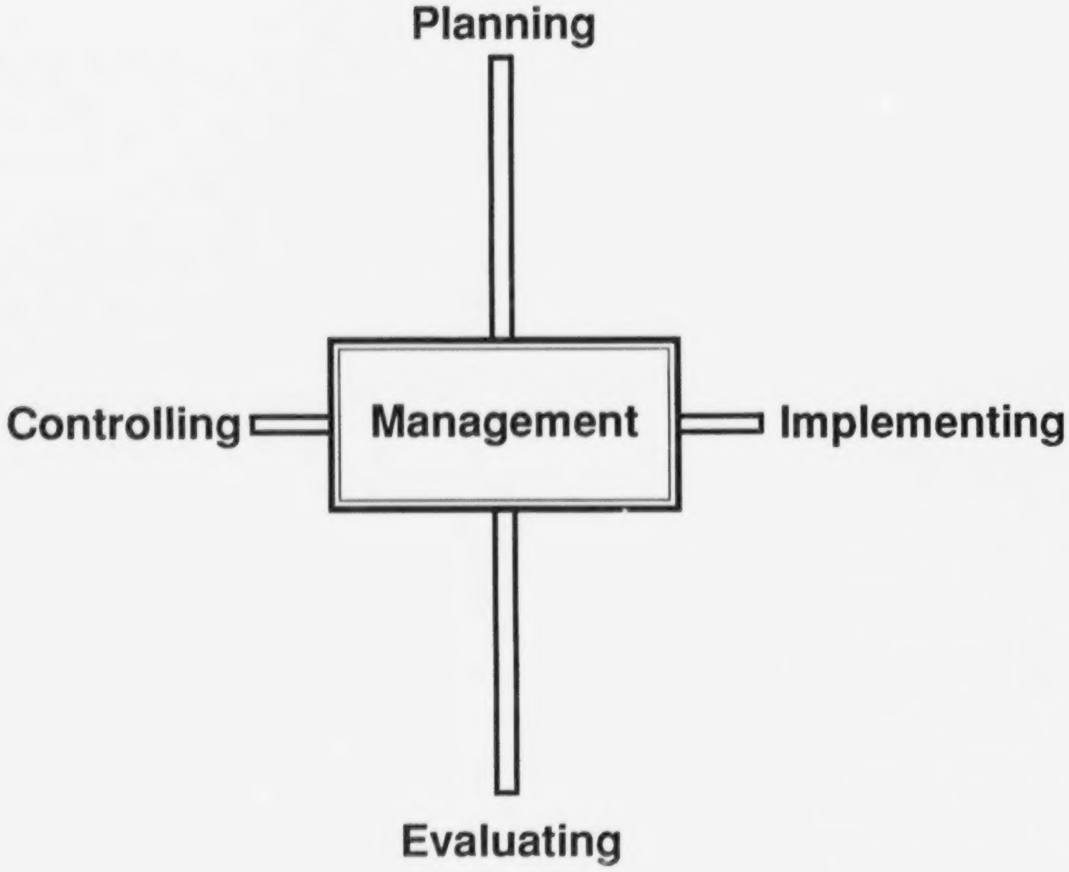
SEEK ALTERNATIVES

IDENTIFY VALUES AND GOALS

IDENTIFY PROBLEM

TA 90

Basic Elements of Management



Planning

Controlling

Management

Implementing

Evaluating

INTERVIEWS

Preparing for the Interview

1. Learn all you can about the company.
2. Know what you have to offer.
3. Know why you want to work for the firm.
4. Make a list of questions the employer is likely to ask you during the interview.
5. Prepare questions to ask the employer about the job.
6. Select two pens and a small note pad to take with you.
7. Gather, assemble, and arrange all necessary papers, including your resume.
8. Locate the place of business before the time for the interview.
9. Plan to arrive for your interview ten minutes early.

During the Interview

1. Be yourself.
2. Put your best foot forward. Be confident and poised.
3. Smile. Be pleasant and friendly but businesslike.
4. If a handshake is offered, grasp the person's hand firmly.
5. Walk, stand, and sit with correct posture.
6. Sit down, but not until invited to do so.
7. Speak clearly and answer all questions.
8. Let the employer control the interview.
9. Have your Social Security number with you.
10. Focus attention on your strong points.
11. Be enthusiastic, interested, and sincere.
12. Be a good listener and do not hesitate to ask pertinent questions.
13. Present your resume and other materials when the employer requests them.
14. Have two copies of your resume, one for the interviewer and one for your own reference.
15. Control mannerisms. Don't pick at your clothes or your nails. Nervous gestures detract from your appearance.
16. Look at the interviewer.
17. If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.
18. If the employer does not indicate when further contact will be made, ask when you may call to learn the decision.
19. Thank the employer for the interview.
20. Leave courteously and with poise.

Interview Don'ts

Never:

1. Criticize former employers or fellow workers.
2. Chew gum or mints, or smoke.
3. Discuss your personal, family, or financial problems.
4. Carry any packages. You won't have any place to put them.
5. Put your handbag on the desk.
6. Drag on if the interview is at an end.
7. Be discouraged if the employer does not hire you.

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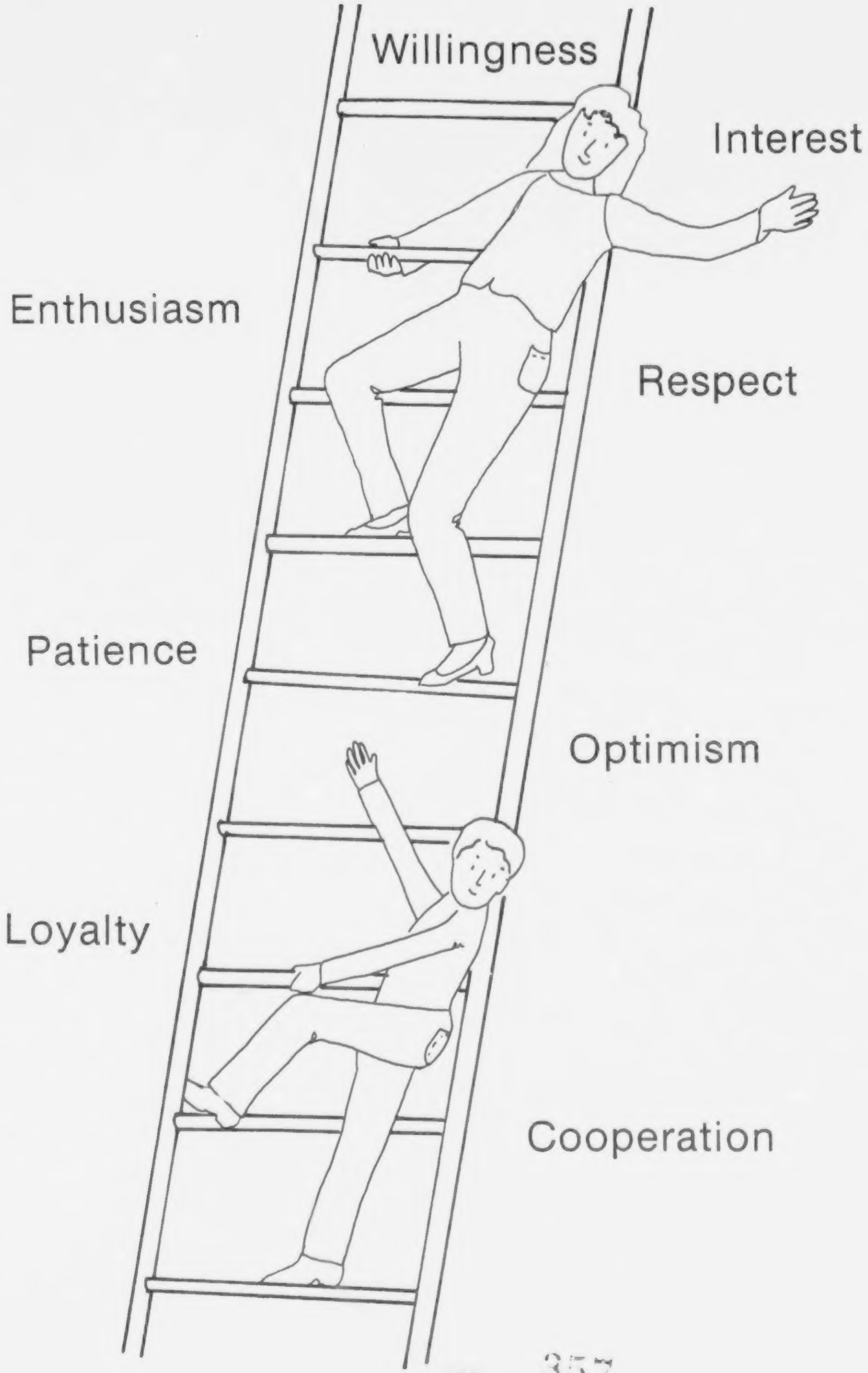
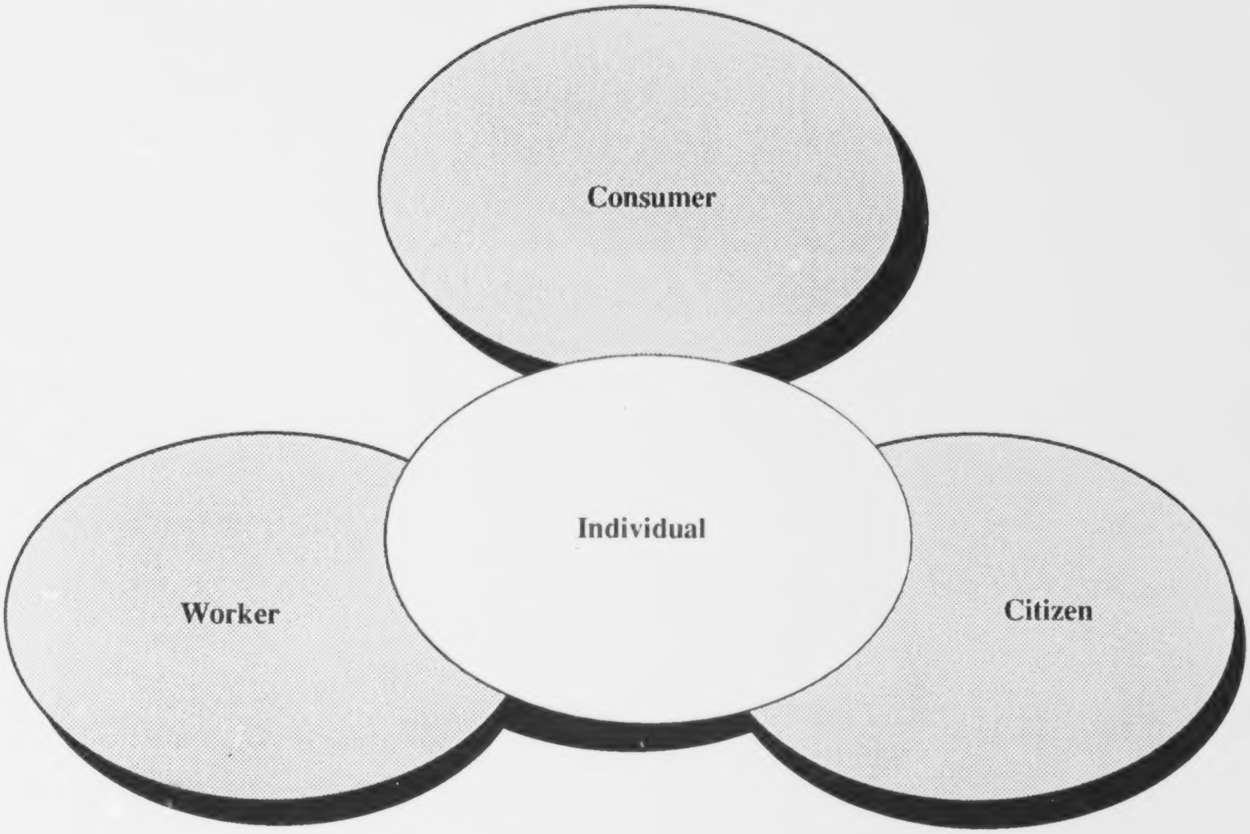
ATTITUDES FOR SUCCESS


Willingness
Interest
Enthusiasm
Respect
Patience
Optimism
Loyalty
Cooperation

TA 93

ECONOMIC ROLES OF AN INDIVIDUAL

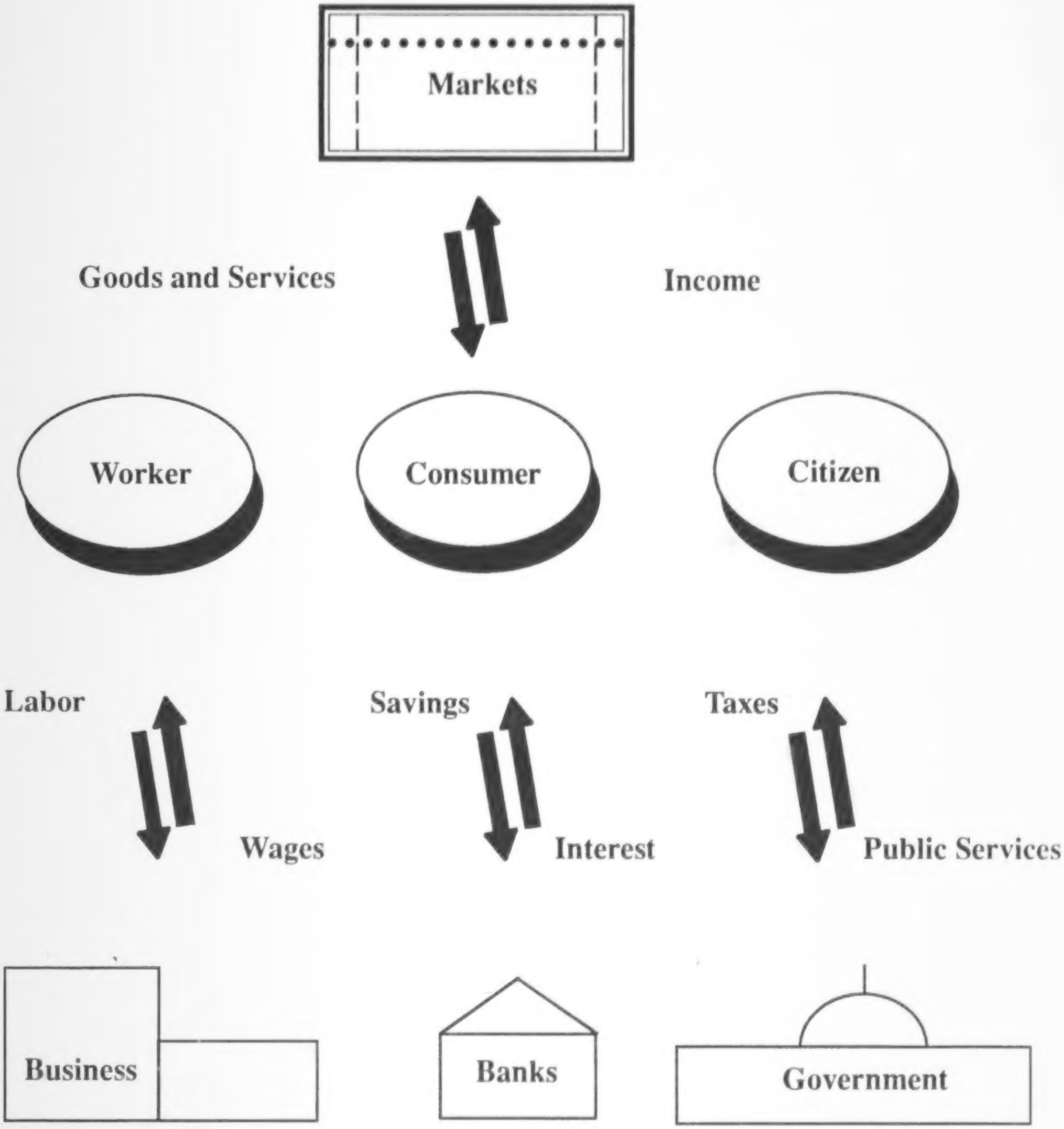


WORKER — earns income from goods and services while job performance affects the price and quality of products in the marketplace, as well as the level of people's earnings.

CONSUMER — spends money earned from goods and services and makes decisions on whether or not to purchase goods or services, which in turn, influence decisions about goods to produce in the future.

CITIZEN — votes to elect or reject candidates and political parties with specific economic viewpoints and policies, and is a taxpayer, user of public services.

HOW INDIVIDUALS ACT OUT THEIR ECONOMIC ROLES


Markets
Goods and Services
Income
Worker
Consumer
Citizen
Labor
Savings
Taxes
Wages
Interest
Public Services
Business
Banks
Government

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ECONOMIC SYSTEMS

Capitalism	**Socialism**	**Communism**
Private ownership of resources production, income, and consumption.	Public ownership of production; Private ownership of income, resources, and consumption.	Public ownership of resources, production, income, and consumption.
"Free enterprise" system; competition for profit.	Governmentally controlled enterprise system.	Governmentally controlled enterprise system.
Freedom to make individual choices of work.	Freedom to make individual choices of work.	State assigned work to individuals.
Production controlled by consumer demand.	Production controlled by consumer demand.	Production controlled by government.
Economic and political decisions made through voting rights of individuals.	Some economic and political decisions made through limited voting rights of individuals.	Economic and political decisions fully controlled by party dictatorship.

The Economic Roles of the Citizen

a) **Taxpayer.** Explain how revenue, or money the government collects through taxes, provides goods and services individuals cannot or would not provide on their own. Discuss how the use of taxes improve the quality of life for people in a society. Point out that individuals have a say in determining how taxes are used through their economic roles.

b) **Voter**. Have a discussion on the power that individuals with the same opinions and statements have when a coalition is formed. (A coalition is a uniting of groups for mutual advantage and joint action.) Point out that once a goal is reached, the coalition may disband. Have a discussion on some areas of concern that a coalition may work on such as: nursing-home improvement, energy conservation, environmental pollution or education issues. Point out that citizen pressure is so strong in some states that governors appoint special consumer advisory boards or have a special assistant to study consumer issues.

c) **User of public services**. Lead a discussion on public services (state parks, wildlife preserves, social services for needy low-income people, etc.) that are provided by the government through use of taxes. KEY QUESTIONS: Why do many people react negatively when the economic roles of the citizen are mentioned? If citizens vote to reduce taxes or limit increases, what would probably be the affect on public services? What areas of concern have been supported by a coalition in the community or state where residing? What groups have worked together to form a coalition? Which economic role of the citizen is played throughout life by all individuals?

TA 97 a

ARE CONSUMERS AT THE MERCY OF BIG BUSINESS?

PRETEST

Are consumers helpless in resisting the pressures of business to get them to buy? Is there anything that consumers can do to control what is sold and how? Determine consumer rights and responsibilities by deciding whether the following statements are true or false. Answers are on the next page.

T F 1. It is the consumer's duty to gather all of the facts about an item before buying it.

T F 2. A letter from a consumer to the president of the company will have little influence on a company's or store's product or advertising.

T F 3. There is little that an individual can do to help friends and neighbors be better consumers.

T F 4. Consumers should use goods and services as they were made to be used.

T F 5. Laws and private and public agencies are helping to protect the rights of consumers.

T F 6. A forceful demand is the best way to make complaints about goods or services.

T F 7. Consumers have a right to take advantage of business, since they take advantage of the consumer's weaknesses.

T F 8. If buying from a long-time dealer, consumers will be more likely to buy something that they will be happy with.

ARE CONSUMERS AT THE MERCY OF BIG BUSINESS?

ANSWER KEY

1. TRUE. Business should give the consumer facts about their goods or services, but it is the consumer's job to read or listen to these facts. Product booklets, labels, ads, sales clerks, and friends all provide facts about a product or service. Consumers have a duty to ask for facts. Then consumers can make the buy that will be best for them.

2. FALSE. A company's success depends on the consumer's happiness. A company wants to hear a consumer's complaints and ideas for new or better products. The president of a company can get action, and he or she does care. Companies know that a consumer's letter may say what is felt by many families who are too lazy to write.

3. FALSE. Individuals have a duty to help their friends and neighbors. Together they can get more done. Individuals can share what they learn about goods and services in talking with friends. Letters to TV and radio stations and to newspapers and magazines with a consumer column can be helpful. Letters to companies about needs or complaints are also helpful. Individuals can even get together and write letters or refuse to buy products that don't meet their needs.

4. TRUE. Some consumers don't use products in the right way, and then complain that the product didn't last. They make problems for those who have honest complaints. Don't expect a product to do more than it was made to do. It is the individual's duty to follow use and care instructions.

5. TRUE. Government agencies, business groups, and private consumer groups can help individuals with complaints. They can also help make the needs of consumers known. Laws also protect the rights of consumers.

6. FALSE. New ideas or complaints about a product or service should be made in a clear way. By being polite individuals will more likely be helped. Make compliants in this order until you are helped: (1) sales clerk who sold you the item, (2) manager of the business, (3) manufacturer, (4) government agency.

7. FALSE. Damage to store items costs the consumer. In some stores damage by consumers to clothing, foods, and toys costs five to ten cents of every dollar you spend. Litter and items moved out of place increase costs, because someone has to be paid to straighten the store. Damage to shopping carts and motel rooms also costs the consumer. Also, the consumer should return buys only when there is a good reason.

8. FALSE. A dealer who has been in business a long time will usually, but not always, give the consumer a good buy. The consumer still needs to gather facts by comparing brands and places where items can be purchased. Then consumers can decide where to buy.

TA 98

CONSUMER RIGHTS

The Right To Be Informed	Analyze advertisements Look for recent developments and information on goods and services Understand performance claims Check use and care instructions before buying Seek information when existing information is adequate
The Right To Safety	Examine products for safety features Study care instructions before buying and using Study product safety ratings Inform retailers and/or manufacturers of poor performance
The Right To Choose	Be selective Resist pressure Buy products, services efficiently Recognize resource limitations Know motives Be honest Refuse products that waste resources Use comparative shopping
The Right To Be Heard	Suggest consumer legislation Suggest product improvements Let merchants know what is expected Know where to seek help Write congressional representatives Write protest letters
The Right To Redress	Explain the problem carefully and briefly State what you believe should be done about your claim Explain how the purchase is defective List the steps already taken to solve the problem Give as much specific information as possible including style numbers, catalog numbers, order numbers, etc. State when and where the item or the service was arranged for, or include copy of sales receipt Keep a copy of the letter of complaint If a second letter is written, include a copy of the first
The Right To Consumer Education	Take advantage of consumer education seminars and workshops Subscribe and read consumer education related magazines Keep up-to-date on current consumer legislation Learn about the other consumer rights and use them responsibly

CONSUMER RESPONSIBILITIES

THE RESPONSIBILITY TO USE INFORMATION

Look for information about products

Compare and evaluate products

THE RESPONSIBILITY TO USE PRODUCTS SAFELY

Use products as they were intended to be used

Follow recommended procedures for the care and maintenance of products

THE RESPONSIBILITY TO CHOOSE CAREFULLY

Use buying power intelligently

Encourage ethical business practices and safe and reliable products

THE RESPONSIBILITY TO SPEAK UP

Provide feedback to producers by expressing satisfaction and complaints through proper channels

THE RESPONSIBILITY TO SEEK REDRESS

Follow up on problems that need to be corrected until desired results are achieved

THE RESPONSIBILITY TO BE CONSUMER EDUCATED

Keep up-to-date on consumer information and legislation

METHODS OF ACQUIRING INCOME

1. WAGE — The rate a person is paid for hourly work.

2. PIECEWORK RATE — The rate of pay earned for pieces or units of work as completed.

3. SALARY — The rate of pay calculated by weekly, monthly, or yearly working hours.

4. COMMISSION — The rate which is paid as a percentage of the sales a person makes.

5. TIPS — The payments voluntarily made by customers to dining room attendants, cab drivers, hairstylists, etc.

FACTORS INFLUENCING INCOME

1. Educational level of earners
2. Number of earners
3. Abilities of earners
4. Health of earners
5. Type of work
6. Incentive of earners
7. Union membership
8. Economic conditions of nation, state, and community

YEARS OF SCHOOL COMPLETED AND INCOME RECEIVED

Total Money Income	Total	Years of School Completed by Householder											Median Years of School Completed
		ELEMENTARY			HIGH SCHOOL			COLLEGE					
										4 YEARS OR MORE			
		Total	Less Than 8 Years Total	8 Years	Total	1 to 3 Years	4 Years	Total	1to 3 Years	Total	4 Years	5 or More Years	
TOTAL......	78,223	13,165	7,125	6,039	36,628	10,236	26,390	28,430	12,088	16,342	8,648	7,694	12.6
UNDER $ 2,500......	2,124	575	368	206	1,089	404	686	459	242	217	122	96	12.1
$ 2,500 to $ 4,999......	5,113	2,218	1,353	866	2,308	1,098	1,210	586	371	216	115	100	9.9
$ 5,000 to $ 7,499......	5,966	2,154	1,205	949	2,940	1,290	1,650	872	553	319	187	132	10.8
$ 7,500 to $ 9,999......	4,931	1,539	858	681	2,507	979	1,528	885	495	389	254	135	11.8
$10,000 to $12,499......	5,423	1,403	802	601	2,859	894	1,965	1,160	700	460	276	184	12.2
$12,500 to $14,999......	4,741	981	504	477	2,465	744	1,722	1,295	747	548	318	230	12.4
$15,000 to $17,499......	4,918	838	456	382	2,533	667	1,866	1,547	751	796	473	322	12.5
$17,500 to $19,999......	4,449	626	303	323	2,370	600	1,770	1,453	738	714	415	300	12.6
$20,000 to $22,499......	4,766	624	298	326	2,464	598	1,867	1,678	798	879	471	408	12.6
$22,500 to $24,999......	4,074	409	193	216	2,043	476	1,567	1,623	787	837	483	354	12.7
$25,000 to $27,499......	4,182	391	174	219	2,139	488	1,650	1,653	759	893	520	373	12.7
$27,500 to $29,999......	3,260	289	145	144	1,629	344	1,281	1,342	643	699	408	291	12.8
$30,000 to $32,499......	3,491	212	91	121	1,690	321	1,369	1,587	681	907	513	394	12.9
$32,500 to $34,999......	2,627	185	74	110	1,142	217	925	1,300	568	733	371	360	13.0
$35,000 to $37,499......	2,640	134	68	66	1,217	250	967	1,288	534	754	417	337	13.0
$37,500 to $39,999......	2,001	131	47	84	865	162	703	1,006	416	589	319	270	13.0
$40,000 to $44,999......	3,568	151	63	88	1,522	249	1,273	1,895	650	1,245	672	574	13.5
$45,000 to $49,999......	2,591	106	39	66	985	151	834	1,501	507	993	509	486	14.2
$50,000 to $59,999......	3,155	114	50	63	989	188	801	2,052	564	1,489	721	767	15.2
$60,000 to $74,999......	2,149	49	18	31	539	66	473	1,560	340	1,221	537	684	16.3
$75,000 AND OVER	2,054	36	16	20	333	50	283	1,688	244	1,444	547	897	16.8
Median Income–Dollars. .	20,760	10,172	9,355	11,322	19,201	14,029	21,069	29,372	24,562	33,512	31,371	36,243	(X)
Standard Error–Dollars. .	96	134	161	212	132	223	143	206	229	286	297	427	(X)
Mean Income–Dollars . .	24,918	13,540	12,395	14,891	21,971	17,500	23,705	33,984	27,343	38,896	36,005	42,146	(X)
Standard Error–Dollars. .	95	133	168	210	111	182	135	187	217	271	345	421	(X)

(Taken from: U.S. Bureau of the Census, *Current Population Reports*, Series P-60, No. 142, Money Income of Households, Families, and Persons in the U.S. : 1982, U.S. Government Printing Office, Washington, D.C., 1984, p. 31.)

TA 103

DISTRIBUTION OF INCOME ON THE BASIS OF AGE

	Age of Head of Household (Percent Earning Income within Ranges)				
Annual Wage or Salary Income	14 to 34	35 to 44	45 to 54	55 and over	Total
$5,999 and Below	16.0%	9.7%	10.7%	35.0%	20.9%
$6,000 to 7,999	8.1	5.0	5.0	11.2	8.2
$8,000 to 9,999	9.3	5.6	5.4	8.4	7.7
$10,000 to 11,999	9.5	5.9	5.6	6.7	7.2
$12,000 to 14,999	14.0	10.9	8.9	8.7	10.7
$15,000 to 24,999	31.6	35.8	31.5	17.3	27.2
$25,000 to 49,999	10.9	23.9	28.7	10.8	16.0
$50,000 and Over	0.6	3.2	4.2	1.9	2.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Average Income	$14,622	$20,101	$21,537	$12,949	$16,100

Adapted from: U.S. Bureau of the Census. Washington D.C.: Government Printing Office, 1984.

TA 104

INCOME AND EXPENSES

DAYS	INCOME		EXPENSES	
	AMOUNT	FROM	AMOUNT	FOR
SUNDAY				
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				

TOTALS:

371

TA 105a

MONEY MANAGEMENT

Income Changes

Sylvia and Jose make a combined income of $28,000.00 per year. Sylvia expects a 4% raise in her $12,500.00 per year salary within the next year. Jose expects a 3% cut in his $15,000.00 per year salary due to the poor profit margin of the oil company he is employed by. Knowing this, do the following problems:

a. What is Jose's projected income for the next year?

____

b. What is Sylvia's projected income for the next year?

____

c. What is their combined projected income for the next year?

____

Was there an increase or decrease in their total combined income?

Spending Plan Changes

YEARLY EXPENSES	CURRENT YEAR	NEXT YEAR
Food 17%	EX. 28,000 x .17 =	
Housing 28%		
Clothing 8%		
Debt Payments 20%		
Transportation 12%		
Recreation 7%		
Insurance/Medical 8%		

TA 105b

a. Fill in the chart figuring yearly amounts spent with current and projected income.

b. Divide each expense category into the amount to be spent each month. (÷ 12) Show your work below.

c. Is there a drastic change in the amounts spent due to the change in income?

d. Sylvia and Jose's goal is to establish a savings account next year. If they begin by saving $100.00 per month and not increasing their expenditures from the previous year how much would they have to decrease other categories to achieve their goal?

e. If they decrease clothing and food expenses by 1% and recreation by 1/2%, would they be able to reach their goal?

TA 105c

MONEY MANAGEMENT
ANSWER KEY

Income Changes

a. $15,000.00 - $465.00 = $14,535.00
b. $12,500.00 + $875.00 = $13,375.00
c. $15,035.00 + $13,375.00 = $28,410.00
*There was an increase in their combined income.

Spending Plan Changes

a.	Food	$4,760.00	$4,829.70
	Housing	7,840.00	7,954.80
	Clothing	2,240.00	2,272.80
	Debts	5,600.00	5,682.00
	Transportation	3,360.00	3,409.20
	Recreation	1,960.00	1,988.70
	Insurance/Med.	2,240.00	2,272.80

---

b. Monthly Expenses Paid:

Food	$396.66	$402.48
Housing	653.33	662.90
Clothing	186.66	189.40
Debts	466.66	473.50
Transportation	280.00	284.10
Recreation	163.33	165.73
Insurance/ Med.	186.66	189.40

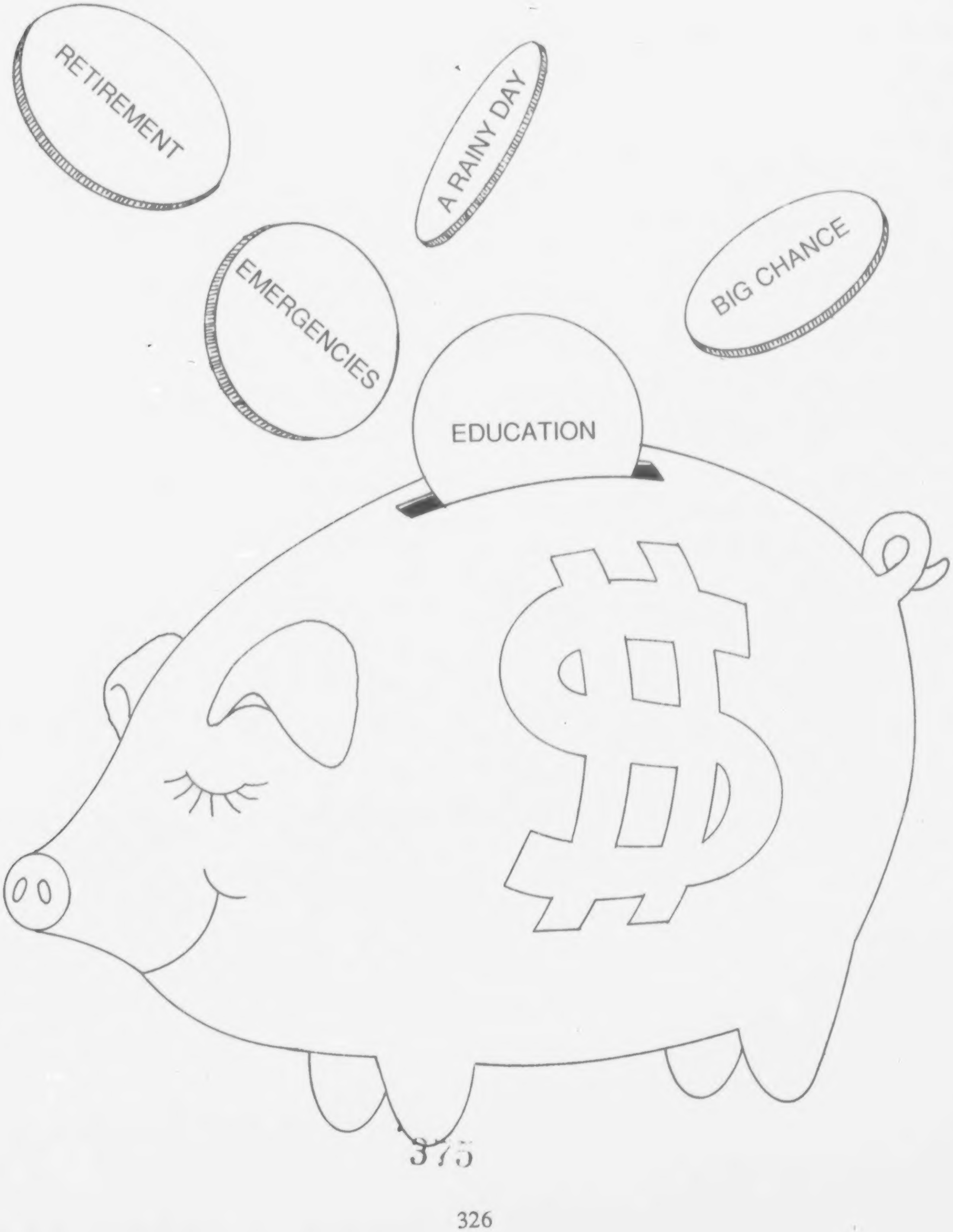
c. Answer: NO

d. Goal for savings $100.00
Salary increase=
per month (not budgeted) 34.16 per month
Decrease other
spending by $65.84

e.	Clothing 1% decrease	$18.66
	Recreation 1/2% decrease	8.16
	Food 1% decrease	39.66
		$66.48

They would reach their goal

REASONS FOR SAVING


RETIREMENT
A RAINY DAY
EMERGENCIES
BIG CHANCE
EDUCATION
$

TA 107

HOW ARE YOU GOING TO SAVE?

WHAT DO YOU WANT?

Item ____________________ Money Needed ________

Date You Hope to Make Purchase? __________________

WHERE WILL THE MONEY COME FROM?

____

____

____

____

____

HOW LONG WILL YOU SAVE?

____

____

____

HOW MUCH WILL YOU SAVE EACH WEEK?

First Week	Second Week	Third Week	Fourth Week	Fifth Week

TA 108

SHOULD I DO IT MYSELF?

Student's Name: ______________________________

Project Name and Brief Description: ______________________________

I. Estimate Costs

A. What is the estimated cost of someone else doing the job? ______________________________

B. What source or reference did you use to find this information? ______________________________

C. What is the estimated cost of materials that you would need to do this job yourself? ______________________________

D. What is the estimated amount of time the job would take you? ______________________________

II. What Did You Find Out?

A. If you do the job, what do you estimate your hourly salary is equal to? ______________________________

B. Considering this hourly pay rate and the time it will take you to do the job (rate x time), what is the cost of you doing the job yourself? ______________________________

C. If you do it yourself, what are the opportunity costs and benefits? ______________________________

D. If you pay someone to do the job, what are the opportunity costs and benefits? ______________________________

E. Why do people with low incomes often do projects such as this for themselves? ______________________________

Why do people with high incomes? ______________________________

CASSETTE TAPES OR MEALS OUT?

Meals Out You Can Buy	Price ($)	Total Cost ($)	Your Total Income ($)	Income Left Over ($)
1	5	5	30	25
2	5	10	30	20
3	5	15	30	15
4	5	20	30	10
5	5	25	30	5
6	5	30	30	0

Cassette Tapes You Can Buy	Price ($)	Total Cost ($)	Your Total Income ($)	Income Left Over ($)
1	10	10		
2	10			
3	10			

Now, decide which items to buy. First, use combination A, which is buying four meals out and using the leftover income to buy one cassette tape. Show the math for this below.

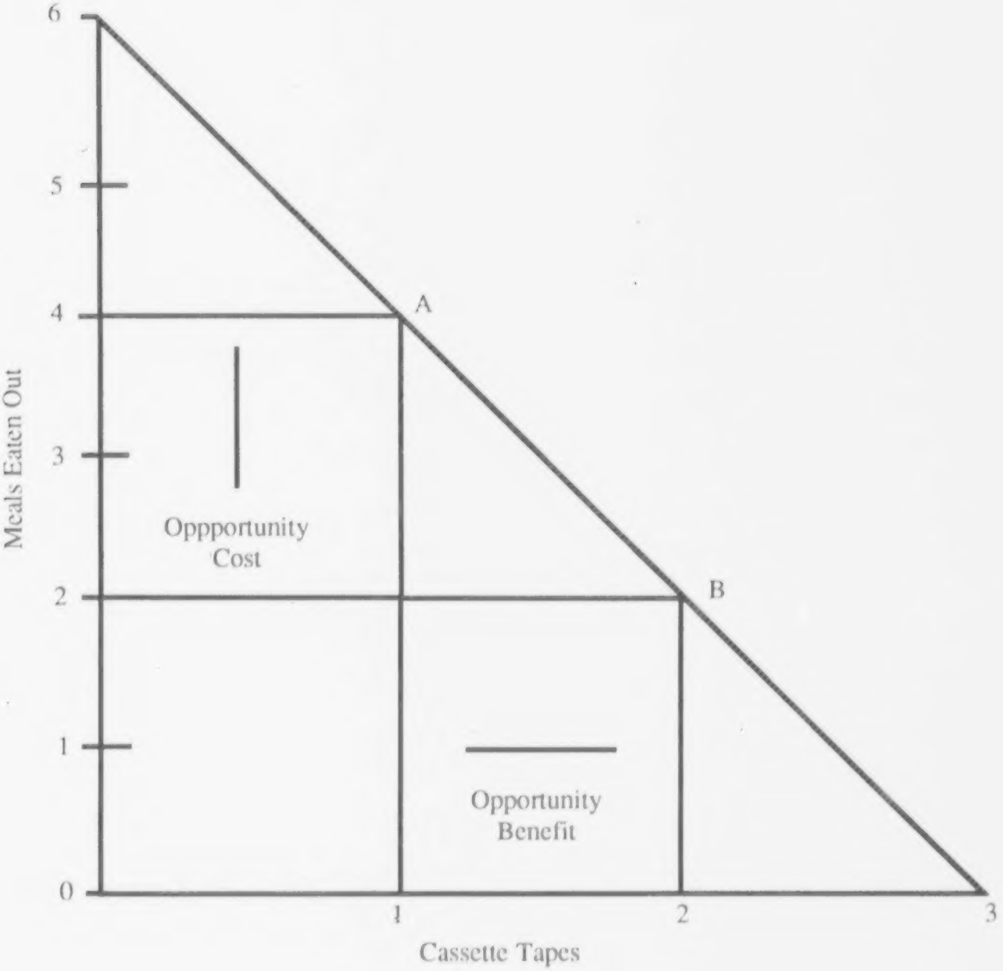
4 meals out @ $5 = ____

1 tape @ $10 = ____

Total = ____

Now use combination B, which is buying two meals out and using the leftover income to buy two tapes. Show the math below using the example in combination A.

OPPORTUNITY BENEFIT
AND
OPPORTUNITY COST



As you move from Combination A to Combination B, you gain one cassette tape (opportunity benefit) and give up two meals out (opportunity cost).

TERESA AND RAYMOND

A. Teresa is a 17-year-old senior at Westlake High School. She is currently working after school at a local store. In the past six months, Teresa has taken up an interest in golf. Now that it is the Spring Semester at school, the golf team will start competing both at home and away in tournaments. This will conflict with her job. Teresa had been saving up to buy a new stereo with the money she is making from her job. See the chart below to point out the opportunity costs and benefits of deciding to quit her job and play on the golf team or keeping the job and buying the stereo. What would you do? Why?

	DECISION	OPPORTUNITY COST
TERESA	Buy stereo Be on team	Can't be on team Can't buy stereo
RAYMOND	Hire baby-sitter Buy new shoes	Can't afford shoes Can't pay baby-sitter

B. Raymond is a 16-year-old junior at Westlake High School. He has a step-sister at home who is 6 years old, and a step-brother who is 8 years old. The Westlake prom is scheduled for April 24. That is also when his mother and step-father plan to be out of town for a business trip. With his April allowance, Raymond had planned to buy a new pair of shoes for the prom. However, it will also be his responsibility to either take care of the children or pay someone to do so. If Raymond pays for the baby-sitter, he can't afford new shoes. If he buys new shoes, he can't afford to pay a baby-sitter. What are the types of opportunity costs (social, economic, or psychological) involved with either choice? What would you do? Why?

TA 112

CHOOSING RESOURCES

1. CONSIDER GOALS
2. CONSIDER VALUES
3. CONSIDER THE OPPORTUNITY BENEFITS OF EACH RESOURCE
4. CONSIDER THE OPPORTUNITY COSTS OF EACH RESOURCE

PERSONAL SPENDING

Directions: As a review of terms used when discussing the influences on personal spending, complete the matching exercise below. Match each spending term with its definition by placing the letter of the term in the blank to the left of its definition. Use each letter only once.

DEFINITIONS

____ 1. Alternatives given up when a decision is made

____ 2. Prompt to action

____ 3. Announcement, description or presentation of something for sale

____ 4. Tendency to follow the same type of behavior

____ 5. Giving up one thing for something else when a choice is made

____ 6. Something well worth the price paid and usually cheaper than usual

____ 7. Practices followed by a group over a long period of time

____ 8. Limited resources

____ 9. Making a purchase quickly without considering alternatives

____ 10. Wasteful spending to impress others

TERMS

A. Advertising

B. Bargain

C. Conspicuous Consumption

D. Custom

E. Habit

F. Impulse Buying

G. Motivation

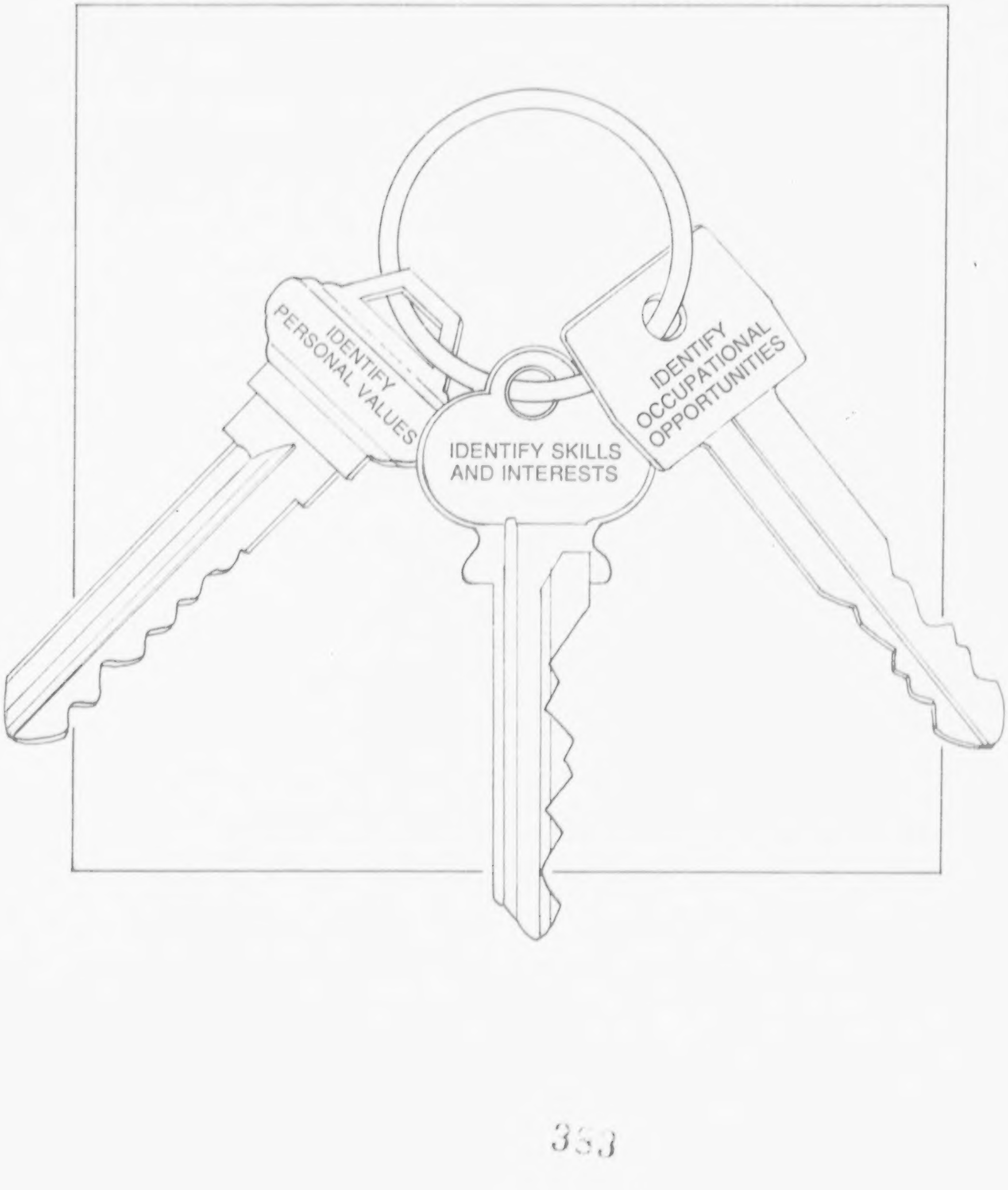
H. Opportunity Costs

I. Scarcity

J. Trade-off

ANSWERS: 1) H 2) G 3) A 4) E 5) J 6) B 7) D 8) I 9) F 10) C

SELECTING THE RIGHT JOB


IDENTIFY PERSONAL VALUES
IDENTIFY SKILLS AND INTERESTS
IDENTIFY OCCUPATIONAL OPPORTUNITIES

VALUES AND INTERESTS

QUESTIONNAIRE

PART A. VALUES:

Rank these job descriptions from 1 to 4, with 1 being the most appealing.

____ (a) PROSPEROUS. You will earn a great deal of money in this job, but you will have to spend a great deal of time working other than normal work hours. It will be a highly competitive and stressful job. You will become a "workaholic" and you'll make so much money that you won't know how to spend it all.

____ (b) SECURE. This is a job that you don't have to worry about losing. There is always a slot for you in this company. There is room for advancement, but you have the option of keeping your current position for as long as you'd like.

____ (c) EXCITING. This job keeps you "on your toes." You always have to worry about competition and about being the best in order to keep your job. You will always be challenged, and never be bored. You will have a chance at advancement if you want to work really hard. On the other hand, there is always a possibility that someone is working hard to get your job!

____ (d) FRINGE BENEFITS. This job is not demanding at all and you will receive many fringe benefits or "extras." The pay is low and the job responsibilities are undemanding. You won't have much of a chance for advancement. You will have a flexible schedule and the opportunity to travel for business. Vacation time is allotted.

Rank these work benefits in order from 1 to 5, with 1 being the most important.

____ (a) Sense of independence
____ (b) Sense of security
____ (c) Having prestige
____ (d) Gaining recognition
____ (e) Making money

PART B. INTERESTS AND ABILITIES:

Answer the questions below honestly. This is for your decision-making process as to what type of job you would be well-suited for. Continue on your own paper.

1. What subjects do you like the best? Why?

2. What subjects do you like the least? Why?

3. What subjects do you feel you do poorly in? Why?

4. What subjects do you do the best in? Why?

5. From the above answers, define your talents and skills (the things you are good at doing).

TA 116

AVAILABLE JOBS

On the form below, keep a list of the jobs you hear about from the speaker. Under each job title, write down the brief description as given by the speaker. Include education required, other requirements, job responsibilities, how and where to apply and other important information. After hearing about all of the available jobs, decide which ones you might be well-suited for as an employee. Give three reasons why you would be good at the job (include your skills and abilities).

JOB TITLE ____

DESCRIPTION ____

____

____

____

AM I WELL-SUITED? ____________ WHY? ______________________________

JOB TITLE ____

DESCRIPTION ____

____

____

____

AM I WELL-SUITED? ____________ WHY? ______________________________

JOB TITLE ____

DESCRIPTION ____

____

____

____

AM I WELL-SUITED? ____________ WHY? ______________________________

* Copy and use additional sheets if necessary.

Case Study on Consumer Economics Job

1) Sam – a young man recently graduated from high school; does not plan to attend college but hopes for a job with a possibility of training and advancement.

2) Janet – a mother who has no high school diploma; has three children between the ages of six and ten years old; has never worked outside the home; wants to work to earn money for Christmas gifts.

3) Jose – a college sophomore with a high grade point average; has past experience from summer jobs since he was in high school; has to work to put himself through college, but can only work twenty hours per week.

4) Billy – a high school junior who's father recently was injured in an auto accident; father cannot return to work for six months, so Billy needs to contribute to the family income; also hoping to keep this job through high school so that he can save for college.

STARTING A BUSINESS

1. CHOOSE A BUSINESS.
2. DECIDE HOW TO FINANCE THE BUSINESS.
3. DECIDE ON A PARTNER.
4. KNOW YOUR CUSTOMERS.
5. DECIDE ON A LOCATION.
6. DECIDE ON NECESSARY EQUIPMENT.
7. DECIDE ON PRODUCTS OR SERVICES TO PROVIDE.
8. KEEP RECORDS.
9. MAKE LEGAL DECISIONS.
10. DECIDE ON INSURANCE NEEDS.
11. DECIDE ON ADVERTISING NEEDS.
12. OUTLINE COSTS TO CUSTOMERS.
13. DECIDE ON TYPES OF EMPLOYEES NEEDED.

NUTRITION BASKETBALL

The game is designed for intermediate or advanced students. It is useful as a review of basic nutrition information gained through class discussion and student activities.

NUMBER OF PLAYERS Entire class

GAME MATERIALS

(a) Basketball court-Draw a basketball court on a large piece of paper, poster board, fabric, or chalkboard.
(b) Basketball goals-Secure two suitably sized basketball goals-paper cups, baskets, cardboard boxes, etc.-and place one on each end of the court. Designate goals for each team.
(c) Question balls-The questions are placed on 3" x 5" cards cut in the shape of basketballs divided into three groups with the following numerical values: Yellow (score double questions) -4 points; Blue (freethrow questions) -2 points, Red (single questions) -1point.

Each category has five questions but additional questions may be needed for a larger group.

HOW TO PLAY

Divide students into two teams. Each team should select the following:
(a) coach
(b) two referees
(c) scorekeeper
The coach will decide what level question (color of basketball) will be chosen. The referees from each team will serve as judges, using the teacher as a resource person for correct answers as needed.
The scorekeeper will keep score for his/her respective team.
Place all question balls in three separate containers labeled with the point value of the questions.
The teacher establishes the time limit for solving a problem.

RULES OF PLAY

(a) Some means of determining which team will receive the ball first is chosen. Example: Flipping a coin, drawing straws, etc.
(b) The coach draws questions one at a time from one of the containers and reads them to the players as their turns approach. If the player answers the questions correctly, the team scores. The correctly answered question "ball" is placed in the team's basket and the score is recorded.
(c) If the question is missed, the opposing team is given a try. If that team's player answers the team which missed the question is penalized that number of points. The opposing team then receives another question and normal play continues.
(d) The game is played according to a time schedule which fits the class period and allows time for discussion.

QUESTIONS

RED QUESTIONS SINGLE SCORE

1. Tom has acquired a night job which requires delivering pizzas. While making his deliveries he has trouble seeing the stop signs and road markings. Name two foods which might improve Tom's ability to see at night.
(vitamin A: carrots, sweet potatoes, spinach)

2. Protein is needed in your body to help build and repair body cells, promote growth, and provide energy. Name two sources of complete protein teens like to eat.
(Milk, cheese, fish, beef, eggs)

3. The Daily Food Guide recommends two servings daily of one of the five food groups. Name the group and two foods from it.
(Meat/Legumes: eggs, nuts, peanut butter, chicken, pork, fish, beef)

4. Lynn and Pat are shopping for family groceries. While at the dairy section, Lynn reads the milk carton and asks Pat the meaning of "fortified." What should Lynn tell Pat the milk is fortified with, and why?
(vitamin D. Milk is naturally low in vitamin D, which is necessary to help the body absorb calcium)

5. Paul's uncle has been told to cut down on the amount of fat in his diet in order to lose some weight. Name two foods high in fat that he should eliminate from his diet. Offer a suitable nutritious substitute that is lower in fat.
(Fried foods, margarine/butter, avocado, bacon, salad dressing)

BLUE QUESTIONS FREE THROW

1. To help the teeth develop correctly, two minerals are needed in an adequate quantity and the correct ratio. Name the minerals and two food sources.
(Calcium and phosphorus: milk and cheese)

2. As Jo brushes her teeth, she notices that her gums bleed easily. Name the vitamin which would help her gums stay healthy and two food sources for it.
(vitamin C: citrus fruits, cantaloupe, tomatoes)

3. Nan is responsible for family grocery shopping for the weekend. She asks Maria to accompany her to the store. While comparing breads, she asks Maria the difference between white and whole-wheat bread. What would Maria tell her and which would she recommend that Nan purchase?
(White bread is made from flour which has lost most of its nutrients in the milling process; whole-wheat or whole-grain products have retained the bran and germ parts of the kernel.)

4. Water is responsible for regulating body temperature. Name two foods which contain large amounts of water.
(Fresh fruits, vegetables, milk)

5. For lunch Chin and Sam love to eat a hamburger, French fries, and cola. Alter this meal in three ways to make it a more nutritious choice.
(Replace cola with milk. Substitute a salad for the French fries. Add cheese to the hamburger.)

YELLOW QUESTIONS DOUBLE SCORE

1. Ann feels tired and run-down. The doctor diagnosed Ann as anemic. What foods will the doctor prescribe to add to Ann's diet?

2. Name three food sources high in fat-soluble vitamin content.
(Carrots, whole milk, live, green leafy vegetables.)

3. While practicing basketball after school, Linda's friend Jorita trips, and Linda grabs her arm to prevent the fall. The next day Linda notices a bruise where she grabbed Jorita's arm.

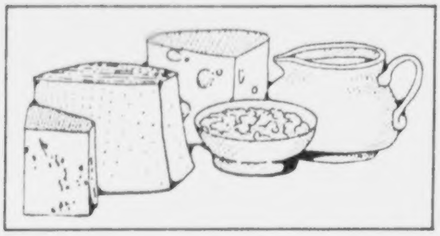
What vitamin might Jorita need in greater amounts? What can she eat to get it?
(vitamin C: citrus fruits, cabbage, strawberries, tomatoes)

4. Lupe's father has been diagnosed as having hypertension. He has been placed on a special diet. What item must he now use sparingly, and why?
(Salt, because of high blood pressure.)

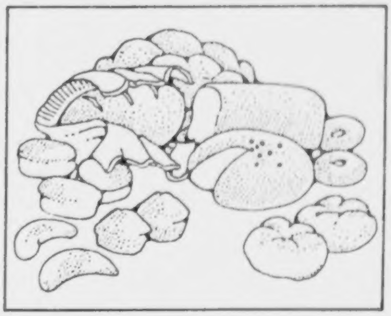
5. Tai has been scheduled to have two wisdom teeth pulled next Friday. The dentist recommends that until that day Tai include food in her diet that will help her blood clot more readily. Name the vitamin needed and two foods rich in that vitamin.
(vitamin K: cauliflower, cabbage, spinach)

DAILY FOOD GUIDE

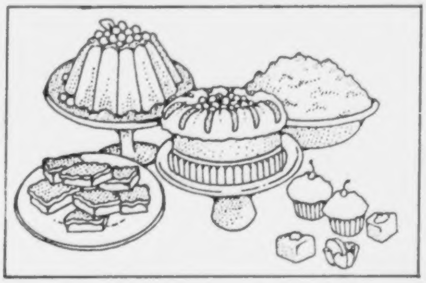
FIVE FOOD GROUPS



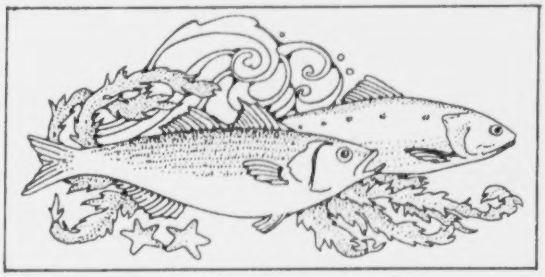
Milk
Cheese
Daily Servings:
Child: 4
Adult: 2



Bread
Cereal
Daily Servings: 4

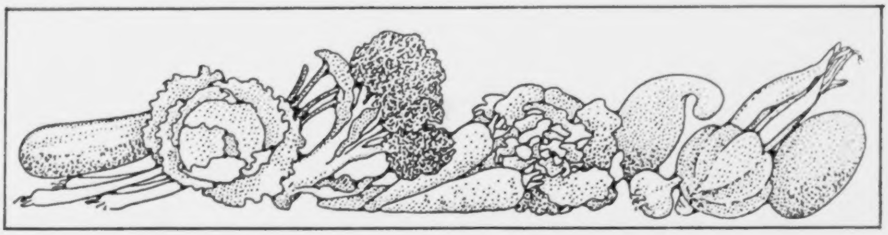


Fats
Sweets



Meat
Poultry
Fish
Beans
Daily Servings: 2

Vegetables
Fruit
Daily Servings: 4



HOW TEENAGERS VIEW NUTRITION

CASE STUDY #1

When Joe was a child, his parents were practicing vegetarians. They served many vegetables and soy protein products to him which he did not like very much. He used to complain to them that he wanted to eat the foods his friends liked, like hamburgers and pepperoni pizza. Finally, when he was about ten years old, they decided to change the family's diet and to give him freedom to choose what he wanted to eat at meals. Because of the things his parents used to say about nutrition, Joe still thinks nutrition means being forced to eat a food he does not like just because somebody says it is good for you. He refuses to eat most vegetables, hates anything with soy protein in it, and avoids any food which is advertised as nutritious, such as vitamin-enriched cereals.

CASE STUDY #2

Lupe eats many fried foods. Everyday she has two doughnuts for breakfast, potato chips for a snack at midmorning, french fries with a hamburger or fried chicken nuggets for lunch, and an evening meal which often consists of fried fish, meat or poultry and deep fried vegetables, like fried potatoes, okra, or zucchini. Lupe is active in several sports activities at school and is at her "ideal weight," according to the weight charts for teenagers. She has a slight acne problem, and her doctor suggested she stop eating fried foods, but she does not think her eating habits are so bad. She feels healthy, so she has decided not to stop eating the kinds of foods she likes best.

CASE STUDY #3

Chi Yin is the best tennis player in his region of the state. He plays on the high school tennis team and wins every amateur tournament he enters. Being a good player requires much practice time, and with school and his part-time job, he usually cannot get home for regular meals. In fact, food does not matter to him much, and he frequently eats the same things for lunch and supper everyday, often ordering something quick at a fast food drive-thru at noon and after practice on his way to his evening job. His parents are concerned about his eating habits, but he does not think they are very important, just so long as he is not hungry when he is practicing.

CASE STUDY #4

Diana has been wanting to lose 30 pounds for a long time now, so she is eager to try any new weight loss diet she hears about. Her mother usually joins her in the diet and they shop for the foods and prepare them together. Most often they get tired of the diet after couple of weeks though. The last diet that they went on was one Diana's best friend had read about in a magazine. It consisted of one week of eating only fruit, a second week of eating only lean meat, followed by three days of fasting. They gave up the diet after only three days. Diana and her mother do not know much about nutrition, so they are not very good at making decisions about whether a diet is healthy for them. The next weight loss diet they plan to try is called the Eat Thin, Be Thin diet. Three of Diana's friends are on the diet, and they all say they have lost several pounds in the first week of the diet.

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WHAT AMERICA EATS

- On any given day, one in three adults will eat one meal away from home.

  42% of adults eat at a family-style restaurant when they eat out

  33% eat at a fast-food restaurant

  About 1/2 of the meals eaten out are lunch, another 1/3 dinner, and the remainder breakfast.

  Of those who order a main dish when they eat out, the following meats are most commonly ordered:

  Fish - 22%
  Steak - 19%
  Shellfish - 17%
  Roast beef - 12%
  Chicken - 11%
  Pork or ham - 3%
  Veal - 3%

- 11% of the adult population buy take-out food on any given day in the U.S.:

  The most popular take-out foods are:

  Hamburgers - 30%
  Beverages - 24%
  French fries - 21%
  Fried chicken - 14%
  Pizza - 11%
  Pasta - 11%
  Sandwiches - 9%
  Breakfast foods - 5%
  Salads - 4%
  Seafood and Fish - 4%
  Chinese food - 4%

- American food is the most popular type, favored by 55% of the adult population.

  Italian food is the most popular ethnic food - 14%
  Chinese food - 12%
  Mexican - 8%
  French - 2%
  Japanese - 2%

- Men want to spend 15 minutes or less cooking a meal. Women want to spend no longer than 30 minutes cooking.

- 40% of women and 34% of men are on weight- loss diets.

- 87% of adults say they regularly use eggs in their cooking, and only 4% say they use egg substitutes.

- 92% of adult women say they usually do the shopping for their families and 94% usually do the cooking.

NUTRITION DURING PREGNANCY AND LACTATION: FACT OR FICTION?

1. When a woman is pregnant, she should recognize that she is eating for two. This means that her daily intake of vitamins, minerals, and protein should be double of what her own body requires. FACT OR FICTION?

2. In order to get adequate amounts of necessary vitamins and minerals during pregnancy, women should buy over-the-counter multivitamin and mineral supplements and take one every day. FACT OR FICTION?

3. Some women put on too much weight during pregnancy, so it is important that a pregnant woman watch her weight and go on a weight loss diet if she gains too much weight too fast. FACT OR FICTION?

4. It does not matter what the father eats during the pregnancy—his eating habits cannot effect the nutritional health of the pregnant mother and fetus or of the infant after he or she is born. FACT OR FICTION?

5. A pregnant woman **should** worry about caffeine intake during pregnancy since there is evidence that excessive caffeine in a daily diet can effect the development of the fetus. FACT OR FICTION?

6. One safe way for a new mother to lose weight quickly is to nurse her infant and **not** eat excess calories to meet the needs of her body to produce milk above the recommended calorie intake for a non-lactating woman her age, weight, and body build. FACT OR FICTION?

7. It is unimportant what foods the nursing mother eats to get the extra 1000 calories recommended daily to meet the needs of lactation—three extra candy bars would be fine, if that is what she prefers. FACT OR FICTION?

8. If an infant who is being nursed is found to be above the norms for his or her weight at a certain stage, it is probably because the mother's milk has too much fat in it because she is eating too many excess calories. FACT OR FICTION?

9. Alcohol is passed from mother to infant during nursing if the mother drinks something containing alcohol and later, such as a half hour after drinking, nurses the infant. FACT OR FICTION?

10. The parents of a young infant should guard against the baby becoming overweight by cutting back on the amount of milk given during nursing and/or in supplementary foods given if the infant begins to look too fat or weighs more than is recommended for his or her age. FACT OR FICTION?

TA 123b

ANSWER SHEET: NUTRITION DURING PREGNANCY AND LACTATION: FACT OR FICTION?

1. **FICTION**: The Recommended Daily Allowances are **not** doubled during pregnancy. Refer to the U.S. R.D.A. for recommended intake of calories and nutrients during pregnancy and lactation.

2. **FICTION**: During pregnancy and lactation a woman should not use multivitamin or mineral supplements without a prescription from her physician. The use of any medication or a vitamin/ mineral supplement without the knowledge of a physician can harm the child.

3. **FICTION**: Weight loss diets are not generally recommended during pregnancy without the recommendation and supervision of a physician.

4. **FICTION**: The eating habits of the "pregnant father" can affect the mother and the child by example. Research has shown that the food preferences of the father often dictate what the rest of the family will eat. When the child is old enough to recognize the parents' food choices, early eating patterns often become established based on parental eating habits.

5. **FACT**: Some nutrition research has indicated an incidence of lower birth weight among women who have high intakes of caffeine-containing beverages during pregnancy.

6. **FICTION**: The U.S. R.D.A. has established higher level of calories and nutrients during lactation. Although weight loss is probable during lactation if the mother does not follow the calorie recommendations, there is a danger that she will not have a diet adequate in the nutrients without a corresponding well-balanced intake of foods.

7. **FICTION**: It is important that the increased calories come from a diet well-balanced in nutrients. The purpose of the recommended increase is to insure that the mother's nutrient stores do not become depleted and that water soluble vitamins will be passed along to the infant.

8. **FICTION**: There are many reasons why an infant's weight may not follow the norms. A physician could be consulted if the parents are concerned about the baby's weight or appearance.

9. **FACT**: Alcohol is passed to the infant through the placenta during pregnancy and through breast milk during lactation. For this reason, the mother should use care about alcohol intake, following her physician's recommendations.

10. **FICTION**: It is important that infants and children receive adequate nutrition. Parents should not decide to reduce the food intake without the advice and recommendation of a physician.

THE HOW-TO'S OF PERSONAL SANITATION IN FOOD HANDLING

Personal Sanitation Rule	Reason
Keep hair clean and under control. Don't comb or handle hair when handling food.	
Keep fingernails clean and remove loose jewelry (bracelets, necklaces, etc.) before handling food.	
Always wash hands with soap and warm water before handling food. If face, hair, or garment other than an apron is touched during food preparation, wash hands again.	
Cover mouth and nose with a disposable tissue when sneezing or coughing. Dispose of tissue and wash hands.	
Don't use a mixing spoon for tasting food unless it will not be replaced into the food.	
Don't place a used tasting spoon into food that is to be served to others.	
A utensil dropped on the floor should not be used again.	
Wash dishes and utensils with hot water and detergent; avoid drying with a dish towel.	

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HAZARDOUS FOOD HANDLING: HOW TO CAUSE FOOD POISONING WITHOUT REALLY TRYING

CASE STUDY #1

John is responsible for preparing the meal for 20 people to be served at 7:00 p.m. He arrives at work at the appointed time, 11:00 a.m., and informs his supervisor that he has a cold. He is serving boiled shrimp, shrimp sauce, gelatin salad, ham and cheese cubes, and ham salad and pimento cheese sandwiches. After boiling the shrimp, he places it in a bowl of ice to cool. Before he can arrange the shrimp on the tray, he is sent on an errand. After an hour, he returns to finish preparing the shrimp for service. As soon as he finishes placing the shrimp on the tray, he places it in refrigerator. Having prepared the ham and cheese cubes the previous day, John begins to make the ham salad and prepare the sandwiches. When completed, he takes his break, leaving the sandwiches sitting uncovered on the counter. Another employee finds them about 20 minutes later, covers them, and places them in the refrigerator. At 6:45 p.m., John arranges the buffet table with all of the prepared food, leaving it covered until the last minute before serving begins. At 7:00 p.m., the supervisor realizes that she has misunderstood the time of the meeting and instead of starting at 7:00 p.m. it is to begin at 7:30 p.m. The food then sits on the buffet table for 45 minutes before the first guests arrive to be served.

CASE STUDY #2

Su Ling is the salad person at a local hospital. She arrives at work at 6:00 a.m. and begins her preparation for the day. Immediately upon entering the kitchen she washes her hands thoroughly. She prepares her breakfast fruits and places them in the refrigerator. When it is time to serve breakfast, the fruits and juices are removed from the refrigerator and placed on the serving line. The juices and fruits are in the open air and are next to the coffee, which patrons pour themselves. Following breakfast, Su Ling places the juices that are left on the work table next to the refrigerator for the tray persons to use when they put juices on the trays to be sent to some of the hospital patients for lunch. It is usually an hour before the left over juices are returned to the refrigerator. At lunch they are removed and placed on the serving line for an hour while lunch is being served and the same process is repeated. The tray person responsible for pouring the juice returns from serving trays to the patient's rooms and begins pouring juices. When she is finished, she places them in the refrigerator for the next meal.

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Staples

- Bread
- Butter or margarine
- Eggs
- Milk
- Fruit juice
- Granulated sugar
- Brown sugar
- Flour
- Salt
- Pepper
- Vegetable oil
- Vinegar
- Prepared mustard
- Ketchup
- Mayonnaise
- Lemon juice
- Vanilla extract
- Garlic powder
- Oregano
- Thyme
- Basil
- Bay leaves
- Cinnamon
- Onions
- Steak sauce
- Salad dressing
- Cream of mushroom soup
- Coffee (optional)
- Tea (optional)
- Potatoes
- Tomatoes
- Celery and carrots
- Fruit
- Crackers

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EQUIPMENT/WORK STATION CLEANING SCHEDULE

Directions: Complete one schedule for **each** piece of equipment and one schedule for each work station. If the equipment to be cleaned has components which are not all cleaned at the same time, indicate which component is to be cleaned and how often. For example, the top heating elements and surrounding drip pans would be cleaned more frequently than the oven of a gas or electric range.

Work Station
or Equipment: ______________________________

Date of First Cleaning: ______________________________

What to Clean	Recommended Cleaning Agent	Time Between Cleanings	Date of Next Cleaning

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Kitchen Equipment

* Skillets with lids
* Slotted spoon
* Pancake turner
* Bottle/can opener
* Basting brush (optional)
* Wire whisk
* Saucepan
* Mixing bowls (assorted sizes)
* Baking dish with lid
* Rubber spatula
* Kitchen fork
* Cookie sheets
* Cake pans
* Pitcher
* Grater
* Roasting pan with lid
* Dishes
* Flatware
* Metal cooling racks
* Salt and pepper shakers
* Knives
* Toaster/toaster oven (optional)
* Garbage can
* Food storage containers with lids (assorted sizes)
* Measuring cups (dry and liquid)
* Dish pan and drainer
* Measuring spoons
* Pot holders
* Wooden spoons
* Dish cloth or sponge
* Cloth dish towels
* Strainer or sieve
* Coffee pot (optional)
* Teakettle
* Cutting board
* Serving dishes/platters
* Serving pieces (spoons, forks, etc.)

METHODS FOR STANDARDIZING WORK TECHNIQUES IN FOOD PREPARATION

1. Develop a plan which organizes the work which must be done.
2. Decide upon the most effective sequence of operations.
3. Determine what equipment is needed, collect it all at the same time, and position it in the best location around the work area.
4. Obtain all necessary ingredients and place them in order of assembly.
5. During the actual presentation, dovetail all operations, performing all similar operations at one time.
6. Plan to take short rest periods or change tasks or position when the work becomes fatiguing.

Role Play on Meal Situations

---

1) Three friends go to a fast food restaurant together where they must stand in line to buy their food and then get a table where they will sit and eat. One friend gets his food earlier than the other two and finds a table, sitting down to begin eating his food before his friends join him. When the other two are seated, one pulls out a newspaper, spreading it out on the table in front of her and crowding her two friends. The third forgot his ketchup for the french fries and reaches over to dip his fries in the ketchup one of the others received. When they finish, they get up to go, leaving their trays and packaging on the table.

2) Two couples go out together to one of the best restaurants in town. They are seated by the host and given menus. When the wait person comes to take their orders, two of the four haven't decided what to eat, so they have the others order first. When it is their turn to order, one complains that he doesn't like anything on the menu and the other says she thinks everything is too expensive. After a long delay, they both order. Only two of the people are served salads, so they eat them while the others eat crackers and wait. One person has ordered lobster in the shell, so it takes her much longer than the others to finish her meal. When everyone finally finishes, the person who complained about the prices suggests that they don't tip very much because the prices are too high in this restaurant. As they leave, each of them takes a handful of mints.

3) A family is having an evening meal together. One parent is watching the evening news on a television in one corner of the dining area, while the other is spoon feeding an infant in a high chair and attempting also to eat. A 10-year-old child is eating at the table, complaining that he/she doesn't like the green beans or salad he/she has been served. About halfway through the meal, a teenager joins the family, saying that he/she is starved. As he/she begins to eat, the 10-year-old teases the teenager about something and they begin to argue.

Case Study on Meal Patterns

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1) Mary Ann's parents have a rule that the evening meal will be served promptly at 6:00 p.m. and that everyone in the family who wants to eat must be there to share in the meal. Mary Ann, who is 16 years old, often has activities which make it difficult for her to be at home at 6:00, so she rarely gets to eat with her parents and younger brother. What is Mary Ann missing as a result of the family rule? What affect does the rule have on the other family members? What can be done to help make the situation better for both Mary Ann and her family?

2) Since they both retired from their jobs, John and Susan, both age 68, have not been interested in preparing meals which require much time or eating on a regular schedule. They often eat soup and sandwiches or have cheese and crackers with some fruit for their evening meal. Since they have limited freezer space and don't care for frozen foods, they don't purchase many frozen food products. Recently, Susan has been told she has hypertension or high blood pressure. John has a history of high cholesterol levels. Their physician has recommended that they change their eating habits. KEY QUESTIONS: What changes would be appropriate for John and Susan, given their income, current eating patterns, and food preferences? How can they become more actively involved in preparing their meals?

3) Thomas likes only certain foods and he refuses even to try things he thinks he will not like. In fact, he hates the smell of certain vegetables and refuses to allow them on the dinner table. He has been this way most of his life, but now, as the father of a three year old girl, his food likes and dislikes are being noticed by his daughter, who wants to copy everything she sees her father do. Linda, the girl's mother, thinks Thomas should change his eating habits so that he is a better example for their little girl. KEY QUESTIONS: To what extent should the eating preferences of one family member dictate what the rest of the family eats? What might be the consequences for their daughter if she learns that what her father likes to eat is the most important influence on menu planning for the family?

CASE STUDIES ON MENU PLANNING

Provide the students sufficient details so that they can plan a menu for an individual or family in the following situations. In small groups, have them plan a one-week menu which includes two prepared-at-home meals not including lunch, and sack lunches for each weekday, with lunches eaten at home on Saturday and Sunday. This will be a week when no social occasions which involve other guests at meals or eating out is planned. Persons and situations:

1) Single adult, living alone, has a job with afternoon working hours from 1:00-5:00, followed by a one-hour break, and then working from 6:00-10:00.

2) Two college roommates prepare meals, eat together (except lunch), and share expenses and food preparation responsibilities.

3) Single-parent family consists of a father who has custody of the three children, ages four, seven, and nine years. The father works until 6:00 p.m., picks up the children from child care facilities and tries to serve the evening meal in time for the children to eat, do homework, and get to bed by around 8:00 p.m.

4) Married couple, both 75 years old, living in an apartment in a retirement complex. During the day, they are away from home, and must take a lunch to eat out. One of them is on a salt-restricted diet. Their kitchen is very small with a refrigerator large enough only to store food for a couple of meals and very limited pantry or cupboard space.

5) Family of five, with a stay-at-home homemaker who takes primary responsibility for food preparation. The homemaker is disabled, using a wheelchair to move around the kitchen. She has some difficulty doing tasks requiring control of small muscles in the hand, due to cerebral palsy.

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STANDARD WEIGHTS OF SELECTED FOODS

Item and Form	Standard Weight (g)
White Flour (1 cup)	
Dipped	143
Sifted directly	124
Sifted, spooned	116
Stirred, spooned	126
Granulated sugar (1 cup)	
Unsifted	196
Powdered or confectioner's sugar (1 cup)	
Unsifted	113
Sifted	95
Brown sugar (1 cup)	
Packed	211
Hydrogenated shortening (1 cup)	
Solid, packed	187
Vegetable oil (1 cup)	209

TA 134 a

PERSONAL HEALTH HABITS

Directions: Read the first case situation and write the good and poor health habits from that situation in the appropriate columns. Then for each poor health habit, write the improvements needed. Do this for all case situations.

Case Situation:	Habits:		Improvements Needed:
	Good	Poor	
1. Suzi is playing baseball and is called to dinner by her mother. She immediately runs into the house, throws her baseball mitt down on the table by her plate, and sits down at the table to eat the meal. After she has rushed through her meal, she grabs her mitt and runs back outside to finish the ball game.			
2. Juan got out of bed late this morning because he was late going to bed. He was rushed to get to school by 8:30 a.m. and did not have time for breakfast or brushing teeth. At lunch he went to the vending machine for a soft drink and a candy bar.			
3. Mark has been under pressure to complete two projects for a FHA/HERO meeting and also to study for midterm exams. He has been staying up until 2:30 a.m. to complete his work. As a result he has started smoking cigarettes because he thinks they help him relax and get through the day.			
4. Bill went to a party on Friday night and some of the kids were drinking alcohol. They got Bill to join in on a drinking game with them while playing pool.			

PERSONAL HEALTH HABITS (CONT.)

Case Situation:	Habits:		Improvements Needed:
	Good	Poor	
5. Margie has gained 15 pounds and has heard about a new liquid protein diet. She decides to try it. She is very proud to have lost 10 pounds in one week but has little energy and cannot perform her cheerleader routines. She had to miss cheerleader practice twice during the week because she felt sick.			
6. Maria plays tennis every day after school. She gets at least eight hours of sleep a night and jogs two miles in the morning. Today after school Maria is going to her family physician for her first physical examination in four years.			
7. Shelly goes directly home after school and lies down on the couch with a bag of chips and a soft drink to watch her favorite television show. After supper she goes to her bedroom to do her homework. She goes to bed at 10:00 p.m. and gets up the next morning to go to school.			

PERSONAL HEALTH HABITS ANSWERS

	Habits		
Case Situation	**Good**	**Poor**	**Improvements Needed**
Case Situation #1	1) relaxation 2) exercise	1) not washing hands 2) leaving dirty mitt on table	Suzi should wash her hands before and after eating. She should eat the meal slowly and relax. Suzi should also leave her sports equipment in another room.
Case Situation #2		1) failure to get adequate rest 2) not brushing teeth 3) poor diet	Juan should get the rest that he needs and allow time to prepare for school. He should brush and floss his teeth at least once a day, and he should eat 3 balanced meals.
Case Situation #3		1) stress 2) failure to get adequate rest 3) smoking	Mark should change his sleeping habits to get adequate rest, and he should relax through hobbies rather than through using harmful substances like alcohol or drugs.
Case Situation #4	1) relaxation	1) using a harmful substance	Bill should avoid harmful activities like drinking alcohol to excess, and he should try to resist peer pressure.
Case Situation #5		1) poor diet 2) questionable weight loss program 3) lack of exercise	Margie should eat a well-balanced diet and start an exercise program. She should consult a physician before attempting weight loss.
Case Situation #6	1) plenty of rest 2) exercise	1) irregular medical checkups	Maria should visit her doctor on a regular schedule, and she should keep an up-to-date record of immunizations.
Case Situation #7	1) relaxation 2) plenty of rest	1) lack of exercise 2) poor diet	Shelley needs to participate in a daily exercise program, and she needs to eat more nutritious snack foods rather than junk foods.

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POTENTIAL HOME EMERGENCIES

HOME SAFETY HAZARDS	POTENTIAL HOME EMERGENCY	PREVENTION
Frayed electrical cord on lamp		
Poisonous house plants		
Poisonous cleaning products		
Cigarette burning unattended		
Medicine within reach of small children		
Car left running in a closed garage		
Lawn mower left unattended while running		
Grease heating unattended in the kitchen		
Bicycles or skates left on the front walk		
Toys scattered on the stairway		

FIRE PREVENTION CHECKLIST

	YES	NO
Smoke detector installed and working properly.		
Electrical equipment away from walls, curtains, and other flammable materials.		
Portable heaters in good repair and away from flammable materials.		
Rubbish cleaned out and stored in proper trash cans.		
Oily rags stored in closed metal container(s).		
Combustible materials stored outside of the house.		
No flammables near stove, furnace, fireplace, or other heat sources.		
Outdoor electrical equipment weatherproofed.		
Electrical cords in good repair.		
Electrical plugs in good repair.		
Electrical wiring not overloaded.		
Radio and TV grounded.		
Right-size fuses used.		
Stove clean and free from grease.		
If gas stove, no gas leaks.		
Furnace in good repair.		
Chimney clean and free from ashes.		
Screen over fireplace opening.		
Dryer free from lint.		
Debris cleared from yard.		

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FACTORS AFFECTING FAMILY HEALTH DECISIONS

DIRECTIONS: List ways in which the following factors may or may not affect family health decisions.

1. Amount of family income:
2. Amount of money available (savings):
3. Free or community services available:
4. Expenses or debts:
5. Number of people in the family:
6. Health insurance coverage:
7. Government services available:
8. Group health insurance from place of work, credit union or bank:
9. Age of family members:
10. Education level of head of the family:
11. Age of parents:
12. Marital status of head of household:
13. Costs of health care:
14. Trends in health care:
15. Religious beliefs:
16. Government insurance:
17. Past illness:
18. Present illnesses:
19. Preventative medicine practiced in home:
20. Attitudes toward medical care:
21. Relationships with doctors, dentists, or other health professionals:
22. Standard of living:
23. Level of living:
24. Access to health services (location, transportation, etc.):

MEDICAL RECORDS INFORMATION

NAME: ______________________ BLOOD TYPE: ________________

MEDICAL CONDITION	DOCTOR	DATE	TREATMENT
Immunizations			
Allergies			
Medical Visitations (specify purpose)			
Dental Visitations (specify purpose)			
Hospitalizations (specify purpose)			
Major Illnesses			

TA 139

HEALTH MONITORING SCHEDULE FOR CHILDREN

IMMUNIZATION FOR CHILDREN

Age	Immunization
2 months	Diptheria, Tetanus, Pertussis DPT(1st) and Oral Polio(1st)
4 months	DPT (2nd) and Oral Polio (2nd)
6 months	DPT (3rd)
15 months	Measles, Mumps, and Rubella
18 months	DPT (4th) and Oral Polio (3rd)
4 - 6 years	DPT (5th) and Oral Polio (4th)
14 - 16 years	Tetanus-Diptheria booster

HEALTH MONITORING SCHEDULE FOR ADULTS

Age	Complete Physical Examination*
Men	
18 - 24	Once
25 - 39	Twice (About ages 30 and 35)
40 - 59	Four (Once every 5 years)
60 and above	Every year
Women	
18 - 20	Once
21 - 40	Every 3 years (Following 2 negative pap tests a year apart)
41 - 50	Every 2 years
50 and above	Once a year

* These recommendations are for essentially healthy people. Those with high risk factors or other problems should follow their doctors suggestions as to a healthy time schedule for them.

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DRUG COMBINATION HAZARDS

THIS DRUG	MIXED WITH...	CAN CAUSE
Aspirin	Alcohol	Stomach bleeding
Darvon	Cigarette smoking	Reduced pain relief
Alka-2, Rolaids, Tums	Tetracyclines	Infections may continue
Antacids, Rolaids, Tums	Iron preparations (for anemia)	Anemia may continue
Contac, Histapan, Teldrin	Alcohol	Drowsiness
Antibiotics	Alcohol	Headache, nausea, and vomiting
Ampicillin	Citrus fruit juices	Reduced absorption and infection may continue
Tetracyclines and Mycins	Milk and dairy products	Reduced absorption and infection may continue
Antidiarrheals (Lomotil)	Barbiturates, sedatives, and tranquilizers	Increased drowsiness, sedation or hypnosis
Birth control pills	Ampicillin and barbiturates	Ineffectiveness of birth control pills
Barbiturates, sedatives, and tranquilizers	Alcohol	Drowsiness to death
Penicillin	Food	Reduced effectiveness (take 1-2 hours before meal or 2 hours after meal)

This list is just a sample of hazardous combinations of drugs. Ask a physician or pharmacist for further information.

PERSONAL CHARACTERISTICS FOR ACHIEVEMENT

PHYSICAL HEALTH
EMOTIONAL HEALTH
COMPETENCE
POSITIVE ATTITUDE
INITIATIVE
OPTIMISM
COOPERATION
MORAL STANDARDS
DEPENDABILITY
GRATITUDE
LOYALTY
WILLINGNESS
INTEREST
ENTHUSIASM

TA 143

CHARACTERISTICS OF GOOD HEALTH	CHARACTERISTICS OF POOR HEALTH
BEHAVIOR—gets along with others, has goals in life, and shows interest in activities	BEHAVIOR—lacks energy and incentive, becomes ill easily, no initiative to face every day life
FACIAL EXPRESSION—alert and without strain	FACIAL EXPRESSION—dull and stressful
EYES—bright, clean, no dark circles	EYES—dull, red, itchy
HAIR—clean, strong, and shiny	HAIR—dull, dry, breaks easily
SKIN—smooth and clean with healthy color	SKIN—flaky, poor color, doesn't heal easily
TEETH—bright and clean with healthy gums	TEETH—cavities and unhealthy gums
SLEEP—can sleep soundly	SLEEP—difficulty in sleep
ATTITUDE—good natured, happy, smiling, alert, and full of life	ATTITUDE—rundown feeling, moody, blue
WEIGHT—normal for height and bone structure	WEIGHT—underweight or overweight
MUSCLES—firm and well developed	MUSCLES—flabby and underdeveloped
APPETITE—good, with diet meeting nutrient requirements	APPETITE—poor, with junk food replacing nutrient requirements
POSTURE—head erect, chest up, shoulders flat, and abdomen in	POSTURE—body droops and shoulders slump when sitting, standing or walking

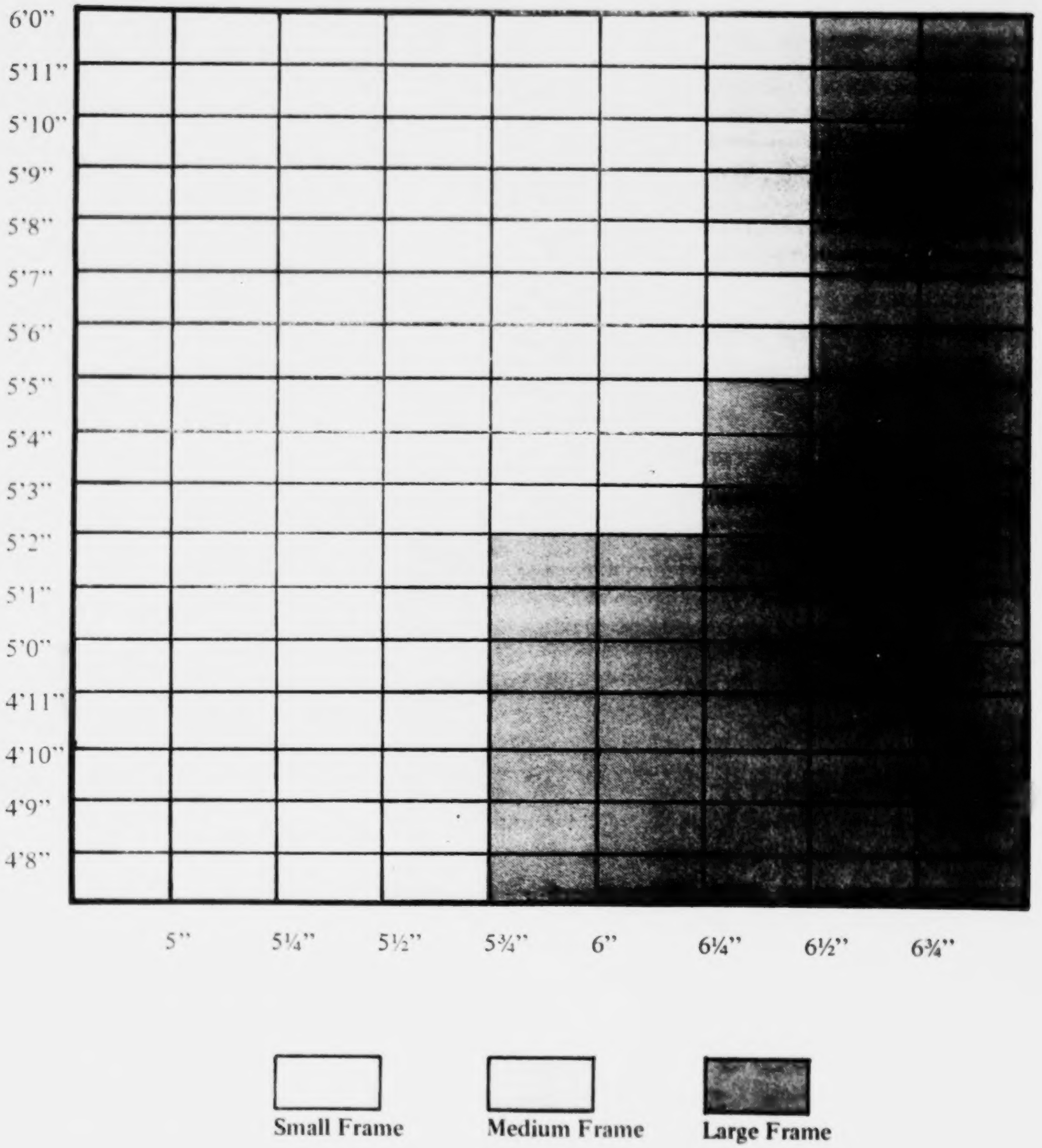
Habit Indicator

DIRECTIONS: For each health habit listed, indicate whether you follow this habit always, sometimes, occasionally, or never. Mark only one answer per habit.

Always	Sometimes	Occasionally	Never	
				APPETITE
				I eat breakfast regularly.
				I eat nutritious snacks between meals.
				I eat a variety of fruits and vegetables.
				I limit my intake of table sugar, presweetened foods, and junk food.
				I eat in moderation.
				SLEEP
				I get an adequate amount of sleep nightly, 7-9 hours.
				My sleep is restful.
				I have routine sleep schedules.
				TEETH
				I brush my teeth daily.
				I use dental floss daily.
				I have regular dental appointments for checkups and cleaning.
				My diet provides foods containing calcium and vitamin C.
				HAIR
				I wash my hair regularly.
				I have my hair cut or trimmed as needed.
				I am comfortable with my hair appearance.
				PERSONAL CARE
				I exercise vigorously at least three times weekly.
				I keep my weight within 10% of my recommended weight.
				I bathe regularly.
				I practice good grooming habits.
				I handle stressful situations with confidence.
				I like myself.

Body Frame Type

DIRECTIONS: Use wrist circumference and height to determine frame size from this chart. Measure wrist at the smallest circumference and measure height without shoes.



FOOD GROUP MATCH-UP

DIRECTIONS: Match each food in the food list below with its food group. Write the name of the food in one of the blanks beside the food group.

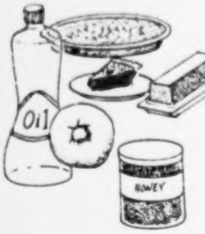
rice
mayonnaise
broccoli
refried beans
corn flakes
yogurt
potato

ham
pasta
soft drink
zucchini
shrimp
tortilla
apple

egg
ice cream
cottage cheese
grits
chocolate cookies
raisins

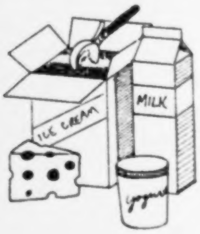
turkey
skim milk
oatmeal
squash
hamburger patty
chocolate milk

Fats and Sweets



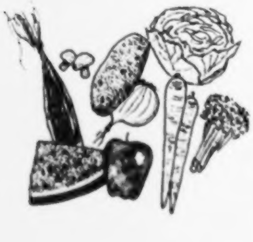
1. ____________
2. ____________
3. ____________

Milk and Cheese



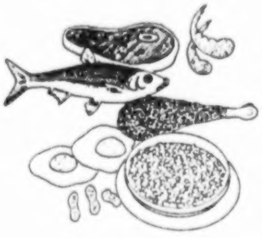
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Vegetable and Fruit



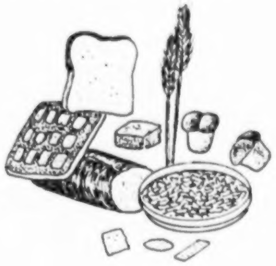
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

Meat, Poultry, Fish, Eggs, and Beans



1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

Bread and Cereal



1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

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Hazards of Tobacco Use

Form of Tobacco	Risk Involved in Use
Cigarettes	Increase death rate -- twice as high for smokers than for non-smokers
	Increase death rate from lung cancer -- ten times as high for smokers than for non-smokers
	Are the major cause of coronary heart disease
	Aggravate and speed development of atherosclerosis
	Cause emphysema
	Are injurous to unborn children
Pipes and Cigars	Cause greater risk of lip cancer and cancer of the mouth
Chewing Tobacco and Snuff	Cause leukoplakia (soft mouth tissue becomes wrinkled, thickened, and white)
	Can cause oral cancer
	Cause tooth decay (especially with sweetened tobacco)
	Contribute to receding gums
	Discolor teeth
	Decreases ability to taste bitter, salty, and sweet foods
All forms (Nicotine is in tobacco juice as well as in tobacco smoke.)	Affect nervous system
	Affect heart and circulatory system
	Increase risk of stroke and heart attack
	Are habit forming

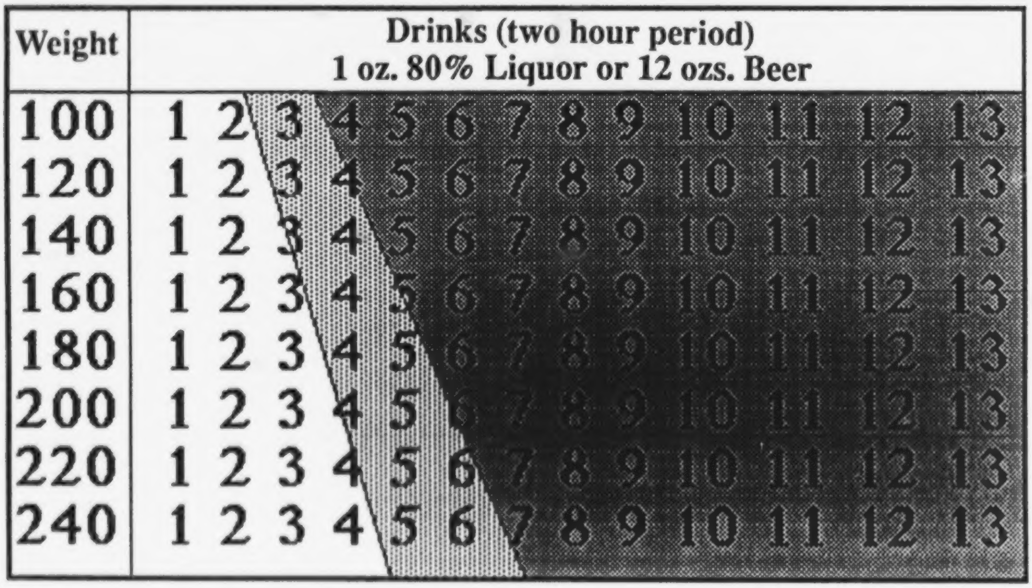
FAMILY CRISES:

ALCOHOLISM: A FAMILY DISEASE

One in ten persons is an alcoholic.
Alcoholism affects every family member.
Family can prevent alcoholic from receiving help.
Alcoholic's spouse must take on dual role.
Family lives in climate of crisis, inconsistency,
and emotional disturbance.
Family system must be broken to enable recovery.

KNOW YOUR LIMIT

Each year more than 28,000 Americans die in alcohol-related traffic accidents in the United States. Drinking drivers kill more people in the United States than are killed in all crimes of violence put together; the car has become more deadly than the gun!



Weight	Drinks (two hour period) 1 oz. 80% Liquor or 12 ozs. Beer												
100	1	2	3	4	5	6	7	8	9	10	11	12	13
120	1	2	3	4	5	6	7	8	9	10	11	12	13
140	1	2	3	4	5	6	7	8	9	10	11	12	13
160	1	2	3	4	5	6	7	8	9	10	11	12	13
180	1	2	3	4	5	6	7	8	9	10	11	12	13
200	1	2	3	4	5	6	7	8	9	10	11	12	13
220	1	2	3	4	5	6	7	8	9	10	11	12	13
240	1	2	3	4	5	6	7	8	9	10	11	12	13

☐ **Caution BAC* to .05**

▨ **Driving Impaired .05-.09**

■ **Legally Drunk .10 and UP**

***Blood Alcohol Content**